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School Economics: The School-Room. IV.

By William P. Evans, St. Louis, Mo.

The school-room is a place for work. Here the ideals, hopes, and aspirations of the teachers, parents, and pupils are realized so far as is practicable within the limitations of the actors. The tendencies of the thought and practice of the times and the immediate environment all help to make its condition.

Religious and state polity and advancement in civilization have their influence in this outward expression of intellectual aspiration. The work may be, yes, has been carried on in classic grove, stately cloister, or sod house; inside walls mud-daubed, frescoed, or adorned with mosaics. The pupils' restless eyes may have wandered from the work before them to pictures and images of saints or national heroes, to a leafy canopy, or to wasps building a home between the logs of the room. None of these things have conditioned the thought of the inmates. The rooms have simply been an effort to supply a demand. The spirit of the time and place have made the demand, and the people have filled the need.

Much sympathy has been wasted on the privations of old times. The forefathers had to sit on rude benches without backs. They had no desks but a rude shelf around the wall. The pupils had to chop wood and carry water for the school-room. These conditions were no hardship, as the pupils knew nothing better; they rather added a zest to the pursuit of knowledge, and robust thoughts grew in these crude surroundings. A dear old lady told how her father had gone to school but three months in his life. He walked three miles each morning to just such a school-room and his only regret was that he could not attend longer. But as he began his schooling at eighteen, and in his short stay nearly exhausted the teacher's repertory in some directions, he perhaps lost little. After dismissal he sat on a stump outside the school-house and worked his sums until dark drove him home to do his chores. He practiced his copies so sedulously that he soon surpassed the teacher, and his writing is said to have been as pretty as print.

This personal reminiscence is no uncommon story of frontier life. Many others did the same. The point is that they felt themselves not objects of pity, but fortunate if they could take advantage of their opportunities. True, these hardy men might have done more under better conditions. Who knows? "Might have been" can not here be considered. Sympathy for a circumscribed lot is wasted when the lot does not seem unusual to its sharer.

The school-room, then, embodies the civilization of the patrons. It may be for the rich, or for the people, for the neophytes or for the office holders, as the needs of the community dictate. Each of these demands has its peculiar effect on this visible expression. The aristocrat must sustain knightly courtesy and class traditions, and his school-room must impress reserve and haughty condescension to outsiders. The churchman fences his class off with awe and veneration, and his school-room appeals to its inmate thru his imagination and sense of mystery. The office-holding caste prides itself on sheer intellectual superiority and presents in the school-room the cold appeal to superior mental achievement.

The school-room for the people should embody in a

measure all these ideals. Veneration, courtesy, and love of knowledge should all find a place and should be carefully nourished. Class feeling must not get in. The conditions forbid it and every effort should be made to prevent any change. These conditions may be stated thus: The democratic school is for "all the people, all the time." What is good enough for the best is not too good for the worst of the community.

Development of Ethic-Esthetic Side.

In the evolution of the school in America the order of development of these ideals has been reversed. Love of knowledge has existed from the first, but courtliness and veneration have been less pronounced, tho latent. These inconspicuous elements are now coming to the surface. Love of the beautiful is generally closely associated with the truest reverence, and for this reason the growing attention to the beautiful in the surroundings of the school-room is to be hailed as a good tendency. Courtesy, respect for the rights of others, and peace are nearly related also.

The growth of this sentiment is a marked characteristic of more settled conditions of thought and feeling. There is a constantly growing effort after repose. The mad rush and hurry are quieting down. Less and less is heard the sentiment, "Go West, young man!" This tendency is felt in the school-room as this is the index of the larger life about it. The things of the spirit are coming back to their proper importance. "Man does not live by bread alone," is beginning once more to be the thought. Hence comes time for the finer practices of courtesy.

The School-Room for Work.

The school-room is a work-room. The pupils are in it but a part of a certain number of days for a few years. This must be the central idea. The highest form of beauty in relation to man's uses is to fulfill perfectly the chosen purpose. Sometimes this central thought has been obscured and men have tried to make too many things of the school-room. It can never be a supplement of the home, the church, the library, the museum, or the picture gallery. Each of these has its distinct sphere. Neither can take the place of the school-room, nor can it take their place, however much the pupils may need them. The work in it will, in so far as it succeeds in its purpose, round out the pupil's life and enable him to adjust himself to the various activities and opportunities of his environment.

The money in hand should first secure a good wholesome work-room with the best attainable appliances, the whole located in beautiful and roomy grounds. Then any additional funds may well be spent for embellishment or unessentials, tho even then it is an open question whether they would not be more wisely spent in getting better teachers. Pictures and statuary, if cheap, as is often the case, are doubtful additions, and after the first enthusiasm is over are apt to fall into neglect. Permanent cabinets are prone to fall into the same state. The additional care of these features may become a strain. A few simple decorations give greater satisfaction, and when thrown aside entail slighter loss.

The great difficulty with costly decorations and rare collections for a school-room is that they are always too good to throw away. To look well they need continued,

*The three preceding installments of Mr. Evans' discussion of questions relating to school economics appeared in THE SCHOOL JOURNAL for Feb. 21, March 21, and April 18.

close attention but a time always comes when something else seems more urgent. Who has not seen a case in point? The teacher can not make up his mind to throw away the costly articles and he has no time to care for them properly. Hence the neglected appearance which is so much worse than no decorations.

The Atmosphere.

The school-room, then, is a place for work. Here character, habits, and ideals are built. Often the price is heavy. Mental, physical, and moral wrecks strew shoals and rocks once unknown, but now charted and lighted. There is room here for the teacher's most skilful use of economy. Most teachers have little to do with creating the school-room. It is there all ready for them to make the most of. At best they can only assist in creating the public sentiment that demands a certain class of rooms. But when the room is there the teacher becomes the leader and it is for him to create the atmosphere. This atmosphere must promote and conserve health, happiness, and hope.

I. Care of health has not always been recognized as within the province of the teacher. He has been prone to say that he had a well-known regimen and it could be taken or let alone. If taken, it was delivered *f. o. b.*, to use a shipper's term, and at the consignee's risk. The conditions raised by such a teacher forced all into a kind of *procrustean* bed, and if any had too great vitality it must be lopped off; if too little it must be stretched, too often to the breaking point. Happily, this view is now well-nigh obsolete. The teacher admits that he is his pupil's keeper in school hours and that he must deliver him up unimpaired. Light, heat, and ventilation share with teaching, his attention. Health is a prime essential of his work, and without it the tone and high tension necessary for the best work can not be maintained. Without it the still higher and nobler tone needed for the best ethical progress can not be kept.

II. Health is further the basis of happiness. The cold and somber formalism of the old education is fast going out of vogue. The teacher needs no longer to wrap himself up in his dignity, to embalm himself in the unction of seclusion, and to become the animated mummy of awful tradition. On the contrary, feeling secure in his position and standing, he anoints "with the oil of gladness." He comes out into the open and lives as a man. His school-room is a sunny place. It is full of the joy of living. No longer does the inmate feel that he is putting off life to some future time. He is not a *chrysalis* carefully warmed and duly watered for a glorious awakening, nor a worm with his head in the dust, but exulting in the form divine he strives to elevate it with sublime thoughts. Happiness, natural exuberance, is not now punished as a sinful thing, but is encouraged as the proper and natural expression of the best in the pupil.

Perhaps one of the most important contributions to educational thought from the "new education" is that a pupil has a right to be happy. Many teachers, no doubt, had a suspicion of this and slyly encouraged it long ago, but if found out they were put on the defensive. This discovery of a right to happiness has had much to do with dispensing with corporal punishment. The irrepressible bubbling of animal spirits is now as much expected in the pupil as in any other young thing. The difference is that it is now used to drive the machinery instead of clogging it.

III. Health and happiness are auxiliaries of hope. Hope is not necessarily ambition. In fact, unrestrained ambition may lead to the loss of it. The hopeful view leads to earnest endeavor to fill some worthy niche. No deadening theory could ever quite stifle the natural striving of the masterful man. He fought persistently on in spite of the chilling teaching that each man's place was foreordained and that his fate had already been allotted. Many weaker men were no doubt stunted by such a doctrine and the new attitude has lifted a weight. To admit that man is the arbiter of his own fate, to teach that worthy endeavor contains its own reward, is much.

This sane view gives a zest to life. The object of work is raised, and properly used gives a new color to the activities of the school-room. Hope is now regularly licensed and that teacher makes a great mistake who fails to call in this assistant. Every healthy, happy person is naturally full of hope. The boy hopes to be a great general, discoverer, or statesman. This is perfectly right and laudable, and he can thru this desire be taught to be painstaking.

The sunshine and hope of the new school-room is not chiefly for the benefit of the bright pupil who could create his own atmosphere. The old-time dunce who was the object of ridicule for master and pupils has crept into the sunshine and has been discovered. He is sometimes found to be worth a second thought. No longer is he ridiculed, for his fellow pupil's thought in becoming constructive finds little time for destruction. Formerly discouraged by the scorn of those about him, he is now often found to have many possibilities, and the blight of despair has been lifted from his lot. He is now called a deficient, and is discovered to be suffering from arrested development due to neglect or some other removable cause. As the shepherd "called together his friends and neighbors saying unto them, 'Rejoice with me, for I have found my sheep which was lost';" so the true teacher when he rescues one of these neglected ones encourages his fellow workers to press on in the glad cause with renewed hope.

Tendencies in School Legislation.*

By JAMES RUSSELL PARSONS, JR., Secretary of the University of the State of New York.

The movement to incorporate manual and industrial education with school systems made its mark on the year's legislation.

Virginia's new constitution adds manual training and technical schools to those schools which the general assembly may establish.

New Jersey made an appropriation to erect and furnish a manual training and industrial school for colored youth, besides an appropriation to found a department of ceramics in the State Agricultural college.

California approved, in the new constitutional amendment, a special tax for technical schools.

Louisiana established a beneficiary system for female students at the Ruston and Lafayette Industrial institutes.

Massachusetts took an important step in the field of school finance by creating a commission to investigate methods of supporting public schools; New York made provision for the acceptance and care of gifts and bequests for the free schools; Kentucky extended the bonding privileges for graded schools to small cities and towns and school districts; Missouri adopted an amendment to her constitution affirming the sacredness of public school and seminary funds, and one advancing the limit of assessment for schools from forty cents to sixty cents on the \$100 valuation in cities of 100,000; West Virginia amended her constitution, with the effect that the accumulation of the permanent school fund ceased at the limit of a million dollars; Iowa authorized the issue of bonds of equal amount to any uncollected but voted school building tax, to be paid on collection of the tax. New York added \$250,000 to her annual appropriation for common schools.

The following new enactments to compel attendance are not unimportant: that of Ohio requiring attendance from the first week of the term at a school in session at least twenty-four weeks, and that requiring an age and schooling certificate as a condition of the employment of a child under sixteen, that of Rhode Island defining the powers and providing for the compensation of truant officers; and a provision of law in Rhode Island fixing the age of regular attendance and specifying the conditions under which public school attendance is not compelled.

*Continued from last week.

Results of Practical Tests in Spelling. III.

By Supt. Austin H. Keyes, Lee, Mass.

Relation to Course of Study.

In our course of study there are certain branches that are primary in importance and others that are secondary. The primary subjects are reading, arithmetic, language, geography and history, the secondary are writing, spelling, music, drawing and all culture subjects. Writing and spelling approach the primary subjects in importance in the early years of the school life, but from the fifth to the ninth grade they are secondary, unless in the case of spelling, a large amount of word study is placed under this head. There is a difference of opinion among educational thinkers, whether word study belongs under the head of reading, language, or spelling. I shall take what appears to me as medium and common-sense ground, that there should be word study in each one of these subjects, but the greatest attention should be given to it in reading, inasmuch as the vocabulary is broader in reading than in spelling or in language, and there is a greater necessity for mastery of words there than in either of the other two subjects. There is no doubt that the words of a spelling lesson should be mastered in their meaning and use as well as in the order of the letters. No word should be read or spelled unless the child sees at the same time its meaning and use, and has made the word a part of his capital stock to be invested in writing, reading, or conversation as occasion requires.

Since words must be mastered in all three subjects of the curriculum, the question now comes as to the size of the vocabulary in spelling and in reading. The majority of people use spelling in letter-writing alone, and the vocabulary of their letters is that of their conversation and their business life. This vocabulary varies greatly with different individuals. Some readily acquire a large number of words and are fluent in speech, while others are slow of utterance and their vocabulary is small. In the case of the ready speaker possibly eight thousand to nine thousand words are used; in the one that is slow of thought, probably three thousand words would represent his vocabulary. It seems to me, if seven thousand words were mastered for speech and writing, these would be sufficient for the ordinary individual, and would be more than most people have command of. Consider now the vocabulary for reading, how much broader it is. In Shakespeare's Works there are fifteen thousand words at least, and he represents only one division in one department of reading; namely, drama in literature. There are many other divisions of literature, and besides there are the broad fields of science, mathematics, history, etc., each of which has a vocabulary in part peculiar to itself. It can be safely said that the reader of newspapers, magazines, and novels must have a fairly clear knowledge of fifteen thousand words if he understand what he reads, and if he broadens his reading to include science, history, and classic literature, he must extend his vocabulary to twenty-five thousand words. Probably there is not so exact a knowledge of words in the reading vocabulary as in the writing and speaking vocabulary, but the number is three times as great.

The problem in spelling is the mastery of words in pronunciation, in meaning, and in arrangement of letters, and in these ways alone. The problem in reading includes two of these three things with three times as many words, while in addition there is the combination of words in articulation and the whole range of expression to be learned. The work of learning to read is twice as great as that of learning to spell and ought to have twice as much time in the course of study. In the same way it can be shown that arithmetic, language, geography, and history are primary in importance, while writing, music, drawing, etc., are secondary, and the primary studies ought to have twice as much time at least as the secondary studies.

Some may object to placing geography and history as primary studies, and I admit that from the first to the fifth grade they are secondary, while writing and spelling approach the primary and reading and language run above 100 per cent. in primary importance. But our tests were given to the sixth, seventh, eighth, and ninth grades, and this discussion bears especially upon these grades. From the fifth grade upward, geography would rank as a primary study until overshadowed by history and reduced to secondary importance, while history would start as secondary and would rise to the primary. As history waxes, geography wanes. With geography should be included civics and kindred studies. In view of the above discussion, it seems that both geography and history should be classed as primary studies in certain parts of the course, but they are primary at different times, so I shall call one primary and the other secondary in our allotment of time.

Let us now return to the division of time from which we have wandered far in the explanation of primary and secondary subjects and for the purpose of showing that the primary studies require twice as much time as the secondary studies. (This allotment of time does not apply to the primary grades). If now we accept the foregoing argument the following would be the division of our school day of 300 minutes: Reading, 50 minutes; language, 50 minutes; arithmetic, 50 minutes; geography and history, 75 minutes; spelling, 25 minutes; writing and drawing, 25 minutes; music, 10 minutes; culture studies, 10 minutes; physical exercises, 5 minutes.

Otherwise than the fact that the last three subjects are given a small amount of time, is this not a fair division? It is true that one superintendent reports that his teachers use thirty-nine minutes for the spelling lesson each day, and that his schools stand second in the test. He says that no part of this time can be cut off and that all is well spent. This latter statement is no doubt true. But if he uses thirty-nine minutes for spelling, a secondary subject, he ought to give from seventy to eighty minutes a day to arithmetic, reading, etc., which are primary, and so on thru the curriculum. Then he would have a school day of eight to ten hours.

We have seen how much time ought to be given to spelling because of the limitations of the day. We will now see if this amount of time will be sufficient for the work in hand.

What Must Be Done.

The task before the pupils is the mastery of 7,000 words in an average time of six years, not counting the first year as one of the number. I have called seven years the average number of years that the majority of pupils attend school, and statistics will bear me out in the statement. There are then six years in which the children are to learn 7,000 words, or about 1,200 words per year. The school year in Massachusetts ranges from thirty-two to forty weeks; the average probably is about thirty-eight weeks or 190 school days. Subtracting from the 190 days the holidays and the time given to reviews and examinations, we can safely reckon on 120 to 140 days for advance work. Twelve hundred words are to be learned in 120 days, or ten words a day, which is sufficient if the child is thoroly to master the words. For the learning of these ten words I would divide the time as follows:

Help by the teacher,	7	minutes.
Study by the child,	8	"
Recitation,	10	"
Total,	25	"

In the seven minutes that the teacher helps the pupils, the use of the dictionary can be thoroly learned in several lessons, the pronunciation can be learned every time, the difficulties and peculiarities of the words can be noticed, the words can be spelled orally by syllables, sen-

tences can be built illustrating the use of the words, a study can be made of prefixes, suffixes, and roots. A few of these helps can be given each time until the child has power in himself to master words.

In the eight minutes assigned for the child to study the words, he should note only the difficulties of the words and learn these. His study of phonics in reading ought to have been so thoro that he can spell readily the ordinary phonograms of the language. He can also get the meanings of the words that he does not know, and he can make the words a part of his own vocabulary.

In the ten minutes assigned for recitation a great deal must be done. The ten new words ought to be written in columns or sentences and the class tested for their meanings. The ten words of the previous day ought to be spelled orally and some sentences built with these words, and the words of special difficulty ought to be reviewed very often.

Besides the daily review there ought to be a weekly review every Friday, of the forty words taken the previous four days. To save time this review can be made by oral spelling. At the end of each four weeks, a monthly review ought to be given, taking the place of the regular lesson and occupying the full twenty-five minutes. A spelling match could be had at this time and the words for the month could be spelled and possibly some of the previous month's words.

The average time now used by the teachers in spelling in this county is thirty minutes. If the suggestions above given were adopted, two less words will be studied per day and five minutes will be saved in school time.

By this system the words would be reviewed at least three times and the difficult words still more times. At the end of the year the child would be master of twelve hundred more words than he had at the beginning, and at the end of six years he would have a sufficient vocabulary for his speaking and writing.

Conclusions.

In conclusion from the tabulated results and the argument that follows, I present the following theses: (1) That a large majority of pupils leave school when they reach the compulsory limit, leaving those younger and of greater ability in the upper grades, and causing the fact that there is less than a year's difference in the average ages of successive grades; (2) that power in spelling is in exact proportion to the number of years given to its study; (3) that the foreigners form no special problem in teaching spelling; (4) that the spelling-book, or a wise selection of words, is an important instrument in learning to spell; (5) that the teaching of a few simple but broad rules of spelling is advisable; (6) that judicious help given by the teacher is an essential thing until the child gets the power to become master of the words by himself; (7) that the best work in written spelling is done when there is a combination of column and sentence method; (8) that the old-fashioned spelling match is still regarded by three-fourths of the teachers as an important help; (9) that no reviews and poor spelling are brothers, and that good spellers are found where frequent reviews occur; (10) that the study of phonics in reading and spelling pays good interest; (11) that the number of new words ought not to be more than ten per day; (12) that the time given to spelling each day ought to be about twenty-five minutes, and if more time is given it is a case of robbery of other studies.

R. C. Lehman, the famous rowing coach, has contributed to *The Pall Mall Magazine* an article in which he compares English and American boys. In the matter of education, Mr. Lehman considers that the ordinary American boy is far ahead of the English lad.

"There can be no comparison between the two," he writes. "The English public school boy is one of the most profoundly ignorant creatures on the face of the earth. Of geography he knows only as much as he may have gathered by collecting postage stamps. With English literature he is not even on terms of distant politeness."

The Culture of Courtesy.

By ALICE ORMES ALLEN, Massachusetts.

There were thirty-five little lads and lasses marching sedately out to recess, and there were two big human beings, of the genus schoolmarm, standing in the path of progress. The procession successfully evaded a chart standing near the door, and swerved gracefully at the second obstacle. Each little maid and every little lad looked up shyly, frankly, or demurely, to beg a pardon in passing—*everyone?*—Well, if there were exceptions they were so few that the grace of the majority more than atoned. One indeed, a wee bit lassie with big scared blue eyes and a mop of curly tow, paused afrighted, and considering the problem of courtesy for a puzzled second, solved it by a flank movement, and ran out on tiptoe with a gasp.

These same little people said "Yes, Miss Doane," or "No, Miss Doane," in answering their teacher, and so gracefully was the somewhat stilted formula adopted here, that it made a charming terminal.

It was noticeable, also, that the name of the other child was almost invariably used by the one addressing him. This was especially to be remarked in a little exercise in which the children took turns in asking a question and calling on someone to answer.

How much of the bluntness of American speech this simple courtesy might modify, if this were a universal school-room habit, so inculcated that it was never outgrown; and what a diminishment there would be of the awkwardness of mumbled introductions!

There was but one chair in evidence, besides the one at the desk, when the visiting schoolmarm entered the room. The cheery hostess nodded almost imperceptibly, and a little lad in the corner seat, indexing himself with an inquiring gesture, and receiving a second re-assuring nod, sped away as quietly as his new shoes would allow, and returned in a moment to place a companion beside the solitary chair, with a shy glance of invitation.

The new shoes had heralded themselves thruout with cheerful rising and falling crescendo, but there was no scowl on the little teacher's face, either of vexation or censure for the innocent offender, and the smile of thanks and welcome exchanged between the two was one of such perfect good-fellowship and sweet courtesy that one did not wonder that chivalry flourished here.

Indeed, it did not take long to discover that here was a garden spot of small hearts made receptive by the sunshine of gentleness and love for seeds of kindred growth, yet during a long morning's visitation there was no period set aside for the discussion of good manners or morals, and the nearest approach to the verbal declaration of an evident creed was the couplet which the room repeated in unison between two of the recitations,

"Politeness is to do and say
The kindest thing in the kindest way."

While the chair was arriving, and after a word of greeting to her visitors, delightfully free from the spirit of unwelcome which is so often painfully conspicuous in one teacher's reception of another, the little teacher turned to the children and, remarking that here were two ladies who had left their boys and girls to come and see what other little boys and girls were doing, introduced them as seriously as the master of the queen's ceremonies. The children responded with a unanimous "How do you do," which included both names.

"I hope they'll have something pleasant to tell their children about us to-morrow," she continued, with a smile so suggestive of pleasant possibilities, that one irrepressible youngster hugged himself joyously, and everyone looked happily comprehending and eager to do his share.

Established thus as guests of honor it was not strange that each small pupil assumed the role of hospitable host or hostess.

A glove dropped on the floor was restored in a twinkling. Wraps, removed as the room grew warmer, were transported to the reception room by a youthful gallant

from the class not then reciting. Indeed, half the charm of the various thoughtful attentions which made the visit memorable was that they did not interrupt nor interfere with the routine of work.

With each change of recitation a book was brought, opened at the page, and the paragraph indicated by an index finger and softly whispered "This is the place."

When a pointer was required for the music lesson it appeared as if by magic in the teacher's hand, and the crayon which broke as she wrote on the board was replaced by a fresh piece from the box.

All these little acts of thoughtfulness were accomplished without a word of suggestion or any objectionable interruption for permission. There seemed to be a tacit consent of freedom to all deeds of politeness, yet it was not spoiled by any hubbub of competition, nor otherwise imposed upon.

At noon the visiting schoolmarm was debating to themselves just what was the prime factor in this atmosphere of contagious goodwill, when a wee lassie stepped up to her teacher, and waiting patiently till she gained her attention, said, "I'm sorry you were ill yesterday, Miss Doane. Do you feel better to-day?"

"Yes, thank you, dear," was the simple reply, given with such a warmth of loving appreciation in it and the handclasp accompanying it, that it was not to be wondered the little maid went out beaming with happy pride.

The children had been dismissed with a merry injunction to hold on to their hats going home, or they would be blown away, a warning prescribed by the whirling leaves driven past the window by the November gale. They had returned the parting good-bye with unanimous enthusiasm and passed out with an air of alertness unusual in small folk who have been shut within school-room doors for half a day.

"Do you ever get tired, or cross, or impatient?" asked one of the visiting schoolmarms impulsively, as the slender little teacher returned to them, showing no abatement of graciousness at the prolonging of their stay.

"Oh, yes indeed, but I try to keep it to myself. Children reflect us so quickly, and it helps me to be careful when I think how my frowns or impatience will be multiplied by thirty-five and scattered all over town," she added with a whimsical smile.

"Reading, writing, and arithmetic aren't the only things which can be taught in the lower grades," continued the visiting schoolmarm, reflectively. She was thinking of her own desperate efforts to harmonize the attainments of a group of slow children with the requirements of a school schedule, and the sacrifices of temper and happiness which had been made to the juggernaut of "solid work."

"Do you always get in every number of your program, and keep up with the schedule?" she pursued. (Personally her own record on these points was irreproachable, and she prided herself on the fact.) "No," was the blushing reply. "I left out one number this morning. I thought you would notice it; and we are several pages behind on the November arithmetic schedule, but the children are eagerly trying to catch up, and I can't scold them, for they are going as fast as they can."

"We aren't a paragraph behind in any study and we never skip in the program, but I am often as cross as a bear and I know some of the children just hate me," remarked the inquisitor grimly. "I have made a discovery to-day and I'm going home to profit by it. I think the children will like me better after a while, and I don't know that the promotions will suffer if we do occasionally cease our grinding for a little cultivation of gentle manners:—not but what my children are polite enough, but their politeness is a nice little veneer applied with a good stiff brush. It has nothing to do with their hearts. I have been trying all the morning to think of a quotation. It begins, 'There is nothing so kingly as kindness,'—'And nothing so royal as love,' finished the little school teacher softly.

Truant School Sketches.

By M. TORSY, New York.

I.

I am a reg'lar truant, what they calls a con,—con, I forgets the word. It sounds like a swear word but it ain't anything so bad. It only means an out-an-outer. I don't see no fun in goin' to school all day, and settin' up straight, you don't learn nothin' useful, no trade nor nuthin'! I likes to be out in the air sellin' papers. I makes quite a pile o' money sometimes, and at night me and the rest o' the fellers has a smoke and goes to sleep on the docks somewhere or nuther.

"It ain't no good goin' home to see father peggin' things at mother, and the kids yellin' all round. I don't like to see that, tho mother ain't very kind to me. She says I'm no good and she blames everything onto me, so there ain't no use in tryin'. She won't even let me hold the baby, cos she says I'll make him bad like meself, and he's such a cunnin' little chap! I could play with him all day long. He jumps and laughs whenever he sees me, and his hands goes jest like as if he was fightin. There ain't another baby nowheres like ours. I won't let him smoke like I do when he grows up. I want him to be a fine big feller like Rosevelt, not a little bit of a runt like me.

Not that I b'lieve as it's ony smokin' as has made me so small, tho I do smoke more than most of the gang. I think it's jest bein' so hungry at times as has stopt me growin'. I orfun has sech a gnawin' in my mystummik that I feel like chewin' up my papers. But it ain't no use talkin'. I spose I am a bad un," and he pursed up his lips and began to whistle.

II.

He was a difficult subject. The manner in which he slouched into the room dragging his feet, one after the other, and scowling prodigiously at every one, proclaimed the fact. When he moved to his bench he dug his neighbor in the ribs with his elbow, as he growled, "Get out o' de way." He certainly looked more prepossessing now that the first layer of dirt had been removed, but one could see more plainly the hard lines that his life experiences had graven on his face. His broad shoulders and low stature, his precociously old face and defiant attitude, all spoke eloquently of the hardships that his young life had been subjected to.

III.

"Way down upon the Swanee river, far, far away, Her, her, herher, her, her, her, herher, there's where the old folks stay,"

caroled a clear, high voice, that seemed to lighten up the gloomy room in which a child was kneeling, almost hidden by the chair he was dusting. The agile little fingers slipped nimbly in the crevices, chasing out every particle of dust that was hiding there. He rubbed and polished, and rubbed and polished again so energetically that his face shone almost as brightly as the chair itself. A final vigorous rub, and he jumped to his feet to survey his work. He was a pathetic little figure as he stood there. His deeply shadowed blue eyes seemed too large for his pale thin face, and his loosely hanging uniform accentuated the fragility of his tiny frame.

"I guess she'll be able to rest now after climbing those stairs," he murmured, and he placed some carefully folded newspapers on the table.

"I'm glad I asked Mr. Eller for his old papers, tho Reilly did call me a fool and say she wouldn't have time to read them, cos she had to teach all the time. I wonder why she looked so funny when I told her mother thought I'd better play 'hookey' and get took back again, cos I got so nice and fat here. I hope she won't tell, cos they might send me away. It's so lovely and warm here," and he shivered as he thought of the miserable fireless room which he called home, and of the many times he had gone to bed hungry.

"I spose I'll have to go down," he sighed regretfully, as the first school bell rang, and he stole quietly to the playground murmuring as he went, "I know she will be pleased and will guess it was me put them papers there."

Summer Travel for Teachers.

How to Prepare for a Trip Abroad.

By JANE A. STEWART.

It has been well said that what one learns and enjoys in a trip abroad depends on what one is prepared to learn and enjoy. The best preparation for a foreign tour is that which comes from a well-stored mind. A mind filled with good literature, sound principles of art, and insight into the meaning of history is a far better equipment for foreign travel than trunks of guide-books and photographs, and satchels of clothing.

If one is to do any original thinking, it is not profitable to read too much of what other travelers have written about the places one intends to visit. A knowledge of the country in its history, geography, and art is better than the reading of descriptive works of travel, fascinating tho the last may be.

The Best Kind of Reading Matter.

If suggestions and hints for sightseeing are wanted, however, there can be no books so valuable to read as those which direct and stimulate thought and ideas by travelers who are writers not of the guide-book order but literary masters. Hawthorne's "Our Old Home", and "Note-Books"; the "Praise of Paris", by Theodore Child; the "Walks and Talks in Rome", of Augustus Hare; Dr. Peabody's "Reminiscences of European Travel", Warner's "Saunterings", Hoppin's "Old England", Miss Trafton's "American Girl Abroad", Butterworth's "Zigzag Journeys"; Stockton's "Personally Conducted", Winter's "Gray Days and Gold",—are all suggestive works for young and old.

To get the best delight and profit from a trip, one should understand the universal language of art which as Emerson says "is but history written with a gigantic pencil." There is nothing more worth seeing in Europe than the great cathedrals, but one cannot see them in the true sense without some knowledge of architecture. The person who cannot tell the difference between a tower and a spire, a groin and a gable, who does not know a gargyle from a triglyph, Romanesque from a Renaissance building, or Louis Quinze style from Byzantine would better defer his trip. To one who knows nothing of composition and design, what is complex, expensive, and has technical finish passes for beautiful. Parker's "Introduction to the Study of Gothic Architecture", Roger Smith and Slater's handbooks of architecture, Redgrave's "Manual of Design," with Ruskin's lectures on architecture would prepare the tourist to see what is significant and to discriminate between good and bad in constructive effects.

To Enjoy Works of Art.

A knowledge of painting and sculpture naturally takes more time to acquire and it is held to be of less value than a knowledge of the fundamental principles of architecture and decoration. Van Dyke's "How to Judge of a Picture" is recommended as a good little book to study before visiting galleries, in which it is desirable to spend not more than two hours daily.

The value of tabulated and assorted mental information is appreciated most when visiting museums, in which on the whole very little time should be spent. The Natural History museum and the Indian museum at South Kensington; the rooms on the first floor of the British Museum in London; the quaint old Cluny museum at Paris, and the Musee Plantin at Antwerp are most worth visiting. The trained mind of one who is capable of generalization and can study by epochs, or types, or schools, will be refreshed and stimulated instead of being bewildered and confused by the masses of interesting objects.

To Find One's Way About.

A cultivated bump of locality is a very desirable equipment for a foreign trip. The study of plans of cities to be visited will give one a preparation for going about

that is invaluable and time-saving. The clearer the ideas as to one's location and direction, the smoother and easier the sailing, and the higher the enjoyment.

The study of foreign languages is not absolutely essential for a trip abroad. While some knowledge of French or German, especially the former, is desirable, it is not indispensable to the tourist on the continent, who can make his way about with no language but his vernacular. Such a traveler may say as did the head of a small family group last summer, none of whom spoke any language but English, "we wee-wee'd and yah-yah'd and got about all right." One may meet on the continent traveling securely and happily, the type of the independent American young woman, a Southerner at that, who delightedly relates how "personally conducted" she saw Paris quite alone, spending a fortnight there with just five words of French and three of them "Gare Saint-Lazare." Such an enterprising tourist may even venture as far as Rome with just two words of Italian, "Quanto costa," and see everything.

English is spoken at all the hotels. At the railway stations there are always interpreters, official and otherwise. Guides and many cabmen speak English. If one can count and ask direction, and has a vocabulary of two hundred common words—that is a good preparation. The phrase-books are to be avoided as a deception and a snare, for the sentence one is most in need of is never there, and replies are in the very nature of things totally unprovided for. A tiny pocket dictionary is the most useful adjunct.

Preparation for a trip abroad must necessarily differ with the person and the plan. But it may well be said of every tourist, in the words of Whittier:

"He who travels widest
Lifts no more of Beauty's jealous veil
Than he who from his doorstep sees,
The mystery of flowers and trees."

Nine scientific expeditions are to be sent out by the American Museum of Natural History. One of them will devote its whole time to gathering information in the Western states, about the horse. Prof. Harlan I. Smith, of the department of archeology, is to take an expedition to Washington for a six months' search after Indian pottery. George H. Pepper will make a similar expedition in Arizona. The other expeditions will be under the general charge of Prof. Henry Fairfield Osborn, curator of the department of paleontology.

Prof. Marcius Willson, of Vineland, N. J., is said to be the oldest American author living. Prof. Willson was the compiler of the Harpers' "School Readers" of the last generation and an "Outlines of General History." Altho in his ninetieth year, he still writes for publication four or five hours a day. The Harpers have paid him more than \$200,000 in royalties.

THE SCHOOL JOURNAL.

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Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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The N. E. A. Convention City.

What You Will See in Boston.

In and About the Harvard Yard.

By FREDERICK W. COBURN.

Of course, you are likely to become pretty well acquainted with Harvard during your stay in Boston—Harvard, the oldest of American universities and the home of this year's honored president of the National Educational Association. Very likely you are planning to spend five or six weeks at the University Summer school, and, in that case, you will certainly learn to know one building from another and will probably become familiar with the history of them all.

It would be foolish for me in a brief space to attempt to write a complete story of Harvard university. For one thing, no American institution has been more effectively written up. The ordinary history books are full of it, and the guide books which I understand the N. E. A. management is going to distribute gratis this summer, will give you all manner of detailed information about the venerable structures in the Yard—Holworthy Hall, where so many famous men have roomed during their senior year at college; historic old Massachusetts, which, according to tradition, was started simultaneously from two ends, and the builders failed to come together squarely in the middle; Harvard Hall, with its consecrated old belfry and its antiquated bellman. In fact, you get antiquity all about the Harvard Yard, and, fortunately, it is not antiquity to burn; the fire department takes good care of that. You will also note that the iconoclastic policy which at Yale has torn down so many relics of the past to replace them with handsome, but not beautiful modern structures, has not prevailed at Harvard.

As so many of the things about the Harvard Yard are a very old story, it strikes me we had better, in this article, confine ourselves to an account of a few from among

the many new things, some of which you will, perhaps, not find mentioned even in the latest guide books.

Hollis Hall Tablet.

Many of these stick very closely to the old; that is what gives the yard its charm. As an example, take the tablet which was the other day placed by the Harvard Memorial Society on Hollis Hall, the oldest Harvard building still used as a dormitory. You will also find that Massachusetts and Harvard Halls—and, perhaps, by the time of the meeting of the convention one or two more—have been marked thus; and a great convenience the marking is likely to prove. Indeed, it must be regarded as one of the most desirable innovations that has been introduced in many a year about the university, for the identification of the famous buildings has always been a matter of difficulty and even annoyance to strangers visiting Cambridge.

This inscription on Hollis carries the following wording:

HOLLIS HALL
BUILT BY THE PROVINCE OF
THE MASSACHUSETTS BAY
IN NEW ENGLAND IN 1763
NAMED IN HONOR OF
THOMAS HOLLIS
OF LONDON, MERCHANT,
AND OTHER MEMBERS OF THE
SAME FAMILY, CONSTANT AND
GENEROUS BENEFACTORS OF
HARVARD COLLEGE FROM
1719 TO 1804
USED AS BARRACKS BY
COLONIAL TROOPS IN 1775-6]

A plain inscription on a plain old building, but what a wealth of historic ornament lies behind it? In this dormitory roomed both Thoreau and Emerson, destined years afterward to be neighbors in Concord; Charles Sumner



Hollis Hall, Harvard University.

and Wendell Phillips, Caleb Cushing, Edward Everett, Prescott the historian, Charles Francis Adams, George S. Hilliard whose reading books most of us studied in school; Judge E. Rockwood Hoar, and Horatio Greenough the sculptor. It was probably of Hollis that Wendell Phillips afterwards spoke, of seeing the light burning night after night in Sumner's window when Phillips and his companions were returning from their roystering evenings in Boston. In Hollis, too, William Prescott, slowly recovering from the accident to his eyes, began his first serious work as a writer of history, and Emerson, the centenary of whose birth is to be celebrated this spring, there first acquired his interest in philosophy.

There have been rumors lately of changes in the historic portion of the Harvard yard, but you will, perhaps, be glad to know that it has been authoritatively announced within a few days that the old buildings are to remain intact as long as care and attention can hold them together. Fortunately, they are grouped rather closely together and when the Memorial society shall have finished its work and marked the site also of original college structures—for example, of the Indian college on which our ancestors based high hopes for the civilization of the aborigines—the modern tourist will find himself in close touch with many an almost forgotten bit of early American history.

Modern Structures.

But ancient structures are not the only glory of Harvard Yard. This past decade has been an era of building about the university, and, tho most of the newer buildings have, for want of room, been located outside the original boundary of the college grounds, several of such refined simplicity have been put up within the yard as almost to make one wish that more could be squeezed in. These latest buildings are, it seems to me, as noble in their way as the older halls. At any rate, they present a marked contrast to the buildings that went up during the middle decades of the nineteenth century—to Thayer, Matthews, Grays, and Weld—which, I think, most people are agreed, are architecturally atrocious. There is no doubt that the new Harvard Union, the gift of Major Henry L. Higginson, Boston's most public-spirited citizen, and the new Architectural building, which President Eliot has declared the most complete memorial gift in

America, are both examples of what modern architecture may be—simple, dignified, and thoroly consonant with their surroundings.

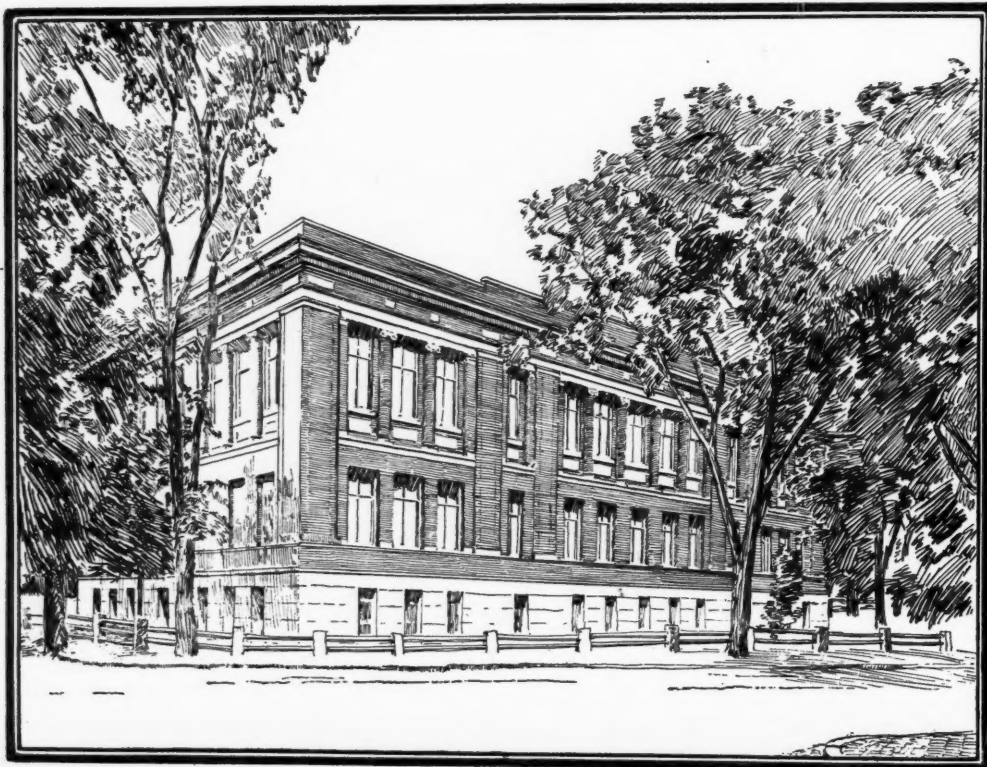
As an example of a lecture building at its best you had better give considerable attention to Robinson Hall, the gift of Mr. and Mrs. Nelson Robinson, of New York city, in memory of their son, Nelson Robinson, Jr., of the class of 1900, who died May 9, 1899. It is the work of the famous firm of Mead, McKim, and White, who built the Boston public library, and its main lecture-room and the big drawing-rooms are held to be the best adapted to their uses of any similar rooms in the country. The latter you will find to be 140 feet long by 30 feet wide and gloriously lighted from the north, besides having an admirably planned system of electric lighting that makes it available for night work. As a specimen of what is doing in newest Harvard, you must, by all means, not miss this building.

Science Buildings.

Nor, while you are looking over the modern features of the university plant, should you miss those two admirable scientific structures which have recently been dedicated, the Pierce Engineering building and the Rotch building of the Harvard Mining department.

The latter is not altogether new, for it represents a remodeling of the famous Carey athletic building which stood between Holmes and Jarvis fields; it is interesting as indicating the strong trend at Harvard towards the so-called practical education; that is, towards the studies that have an industrial bearing. Boston, as you probably know, is one of the world's greatest centers of mining interests, so that it is, perhaps, natural to find Harvard university pressing forward to meet the demand for competent mining engineers. This odd building, where once the university crew paddled about in its tank, is now full of strange hoods, queer "muffle" furnaces, and tables covered with chemical apparatus. The eastern wing, which was once the cage where the baseball nine practiced, has been completely remodeled and dedicated as the Simpkins Metallurgical laboratory in honor of the late Congressman, John Simpkins, Jr., of the class of '83.

Pierce Hall, which was opened for the first time in the autumn of 1901, is also an example of the practical tne-



New Architectural Building, Harvard University.



Pierce Hall, Harvard University.

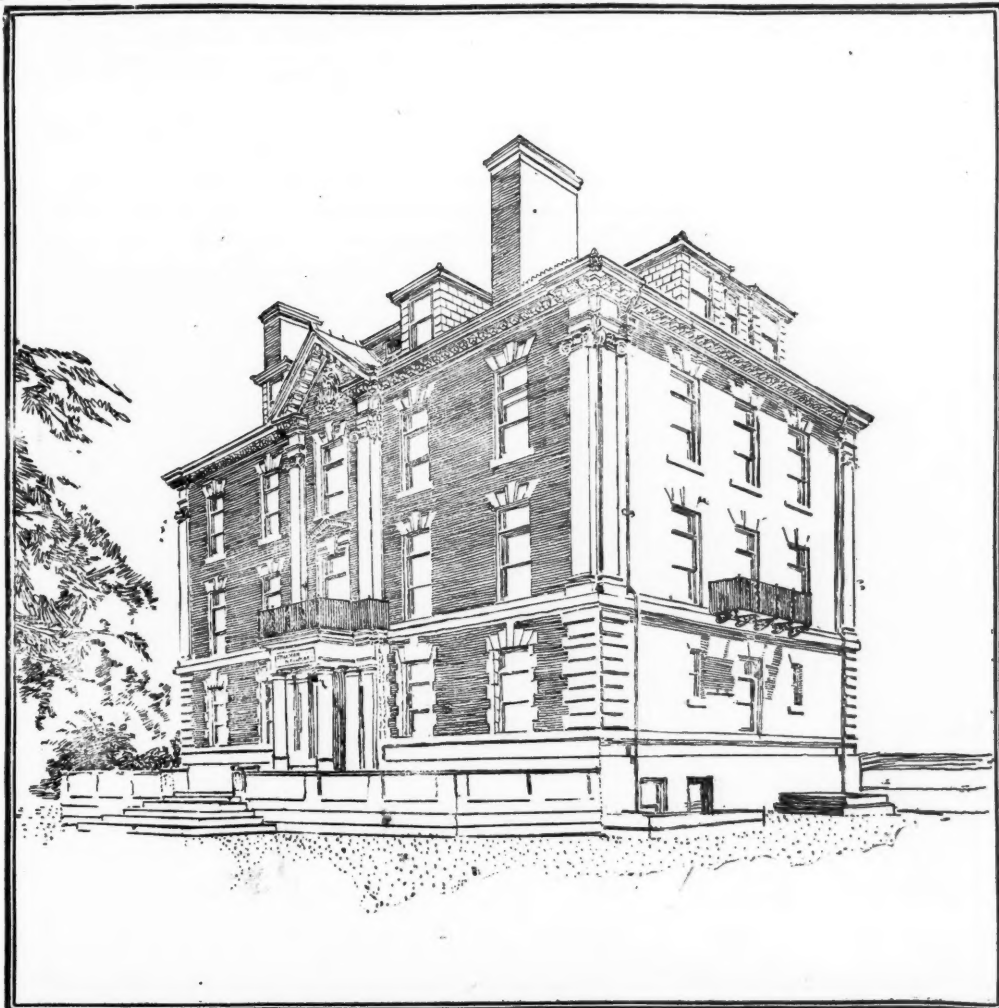
gency of Harvard expansion. It is one of the largest buildings of its kind in the world, and, in many ways, the best equipped. In its 80,000 square feet of floor space are included departments of electrical, civil, and mechanical engineering, with lecture-rooms ranging from an amphitheater accommodating 300 students down to little class-rooms designed for twenty students. That the whole intent of the building is professional and not merely commercial is displayed conspicuously in the following inscription over the main entrance:

POWER TO DO GOOD
IS THE TRUE AND LAWFUL END
OF ASPIRING.

Another noticeable tendency of recent years at Harvard is the greater care that is now exercised over the student body. It is a fact, as those of us who were in college during the late eighties know, that, for perhaps a whole decade, in the period of reaction from the excessive paternalism of the old days, the Harvard theory was that students old enough to come to college were old enough to look out for their own physical and spiritual welfare. No effort was made to supervise them. To-day the pendulum has, to a considerable degree, swung backward, so that, at least, students are practically compelled to get proper medical attention when they are sick, and so that they may find spiritual association at a common religious center if they feel the need of it.

Stillman Infirmary and Brooks House.

About eight years ago a system of medical superintendence, which has subsequently been adopted by other colleges, was originated by Harvard, and the inauguration of this custom led directly to the gift by Mr. James Stillman, of New York, of the Stillman infirmary, at which students at any time may get gratuitous medical advice and treatment, and to which they are required to be sent if reported ill by the janitors of buildings in which they live, or by any of the officers of the university. The infirmary building is located on Mount Auburn street, about half a mile from the college yard. It is well worth visiting while you are looking up the residences of Lowell



Stillman Infirmary, Harvard University.

and Longfellow. Altho smaller, naturally, than most hospitals in large cities, it is in every way as complete and serviceable, being, in fact, a model of the best hospital architecture. It contains about thirty beds, there being two wards of eight or ten beds each, and twelve private rooms. It is hoped that endowments for free beds—for the support of the hospital has not been fully provided for—will follow Mr. Stillman's gift of the building, and a beginning has already been made by the class of '68, which has devoted about \$3,500 for such a purpose.

If the Stillman infirmary takes care of the bodily sick, not less ample facilities are offered at the Phillips Brooks house for caring for the sick of soul and for the inspiration of those who are not sick, who need spiritual inspiration. This famous memorial to the great Massachusetts preacher stands in a corner of the yard hard by ancient Hollis and Holworth halls, more cheerful in appearance than they, but harmonizing very well with their red walls. The large vestibule contains a bust of Bishop Brooks, the gift of Lorin F. Deland, modeled by Bela L. Pratt, the young Boston sculptor who won his first recognition by the work he did for the Library of Congress at Washington. Over the bust stands the inscription:

THIS HOUSE IS DEDICATED TO
PIETY, CHARITY, HOSPITALITY
IN GRATEFUL MEMORY OF
PHILLIPS BROOKS.

Manifold activities making for good are centered in the Brooks house. Here four of the undergraduate societies—the Young Men's Christian Association, the St. Paul's Society, the Catholic Club, and the Religious Union—have permanent quarters in specially assigned rooms. Brooks parlor on the ground floor is large enough for all ordinary social gatherings and serves as a general parlor in which any undergraduate may receive his visitors before taking them on a tour of the university. In the Brooks house is also found the office from which the undergraduate charitable work, in Boston and in Cambridge, is directed to intelligent ends under the

supervision of Mr. Charles H. Birtwell, secretary of the Children's Aid Society in Boston.

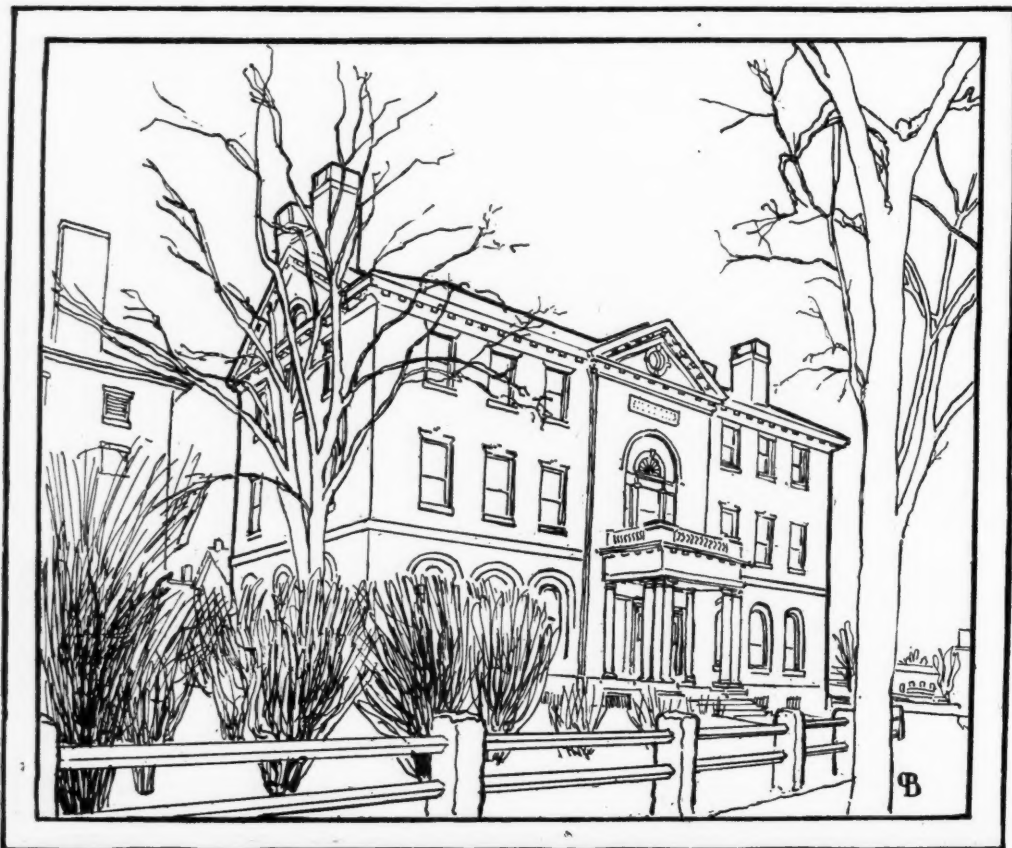
The Johnston Gate.

There are so many other entertaining features of more or less news interest about the Harvard Yard that I could easily exceed the space that the editor of THE SCHOOL JOURNAL has allotted me. But perhaps we had better close this somewhat rambling discussion by walking out thru the Johnston gate and boarding a car for Boston. That we have to go out thru a handsome entrance, executed in harmony with the surrounding architecture, is of itself somewhat of an innovation at Harvard, tho the Johnston gate was built as long ago as 1890. It was the gift of Mr. Samuel Johnston—"Chicagonsis," of Chicago, as the Latin inscription quaintly phrases it. It carries several historical tablets which you will stop to read carefully.

The Johnston gate is interesting historically because it first called attention to the possibility of bringing together the various architectural elements gathered in the yard by means of a handsome brick fence, pierced at suitable intervals by gateways. This fence is now complete and it is the general opinion of Harvard graduates that nothing else could so have added dignity to the yard.

And simple dignity has been the best characteristic of Harvard college ever since it was founded "in the dim unventured wood." In spite of changes that have taken place in the centuries there is a peculiar appropriateness in the inscription which we turn to read on the Johnston gate as we go out:

After God had carried vs safe to New England
And wee had builded ovr hovses
Provided necessities for ovr livelihood
Reard convenient places for Gods worship
And settled the civill government
One of the next things we longed for
And looked after was to advance learning
And perpetuate it to posterity
Dreading to leave an illiterate ministry,
To the chvrches when ovr present ministers
Shall lie in the dvst.



Phillips Brooks House at Harvard University.

SUMMER TRAVEL GUIDE

THE LONG SUMMER VACATION affords the teachers of the United States, who number nearly half a million, a glorious opportunity to become familiar with some of the wonders of the land in which we live. Every teacher is planning for some special trip as a means of study or pleasure. This year many delightful trips have been arranged in connection with the National Educational Association convention to be held in Boston, July 6-10. Other excursions of interest will be features of the meetings of the various teachers' associations, among them the state conventions of New York, Pennsylvania, Ohio, Arkansas, Maryland, Kentucky, Virginia, Tennessee, Georgia, and others.

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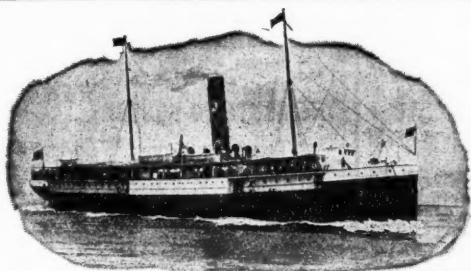
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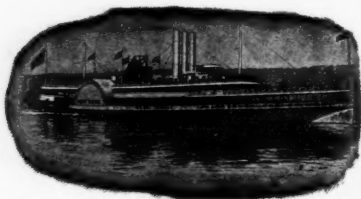


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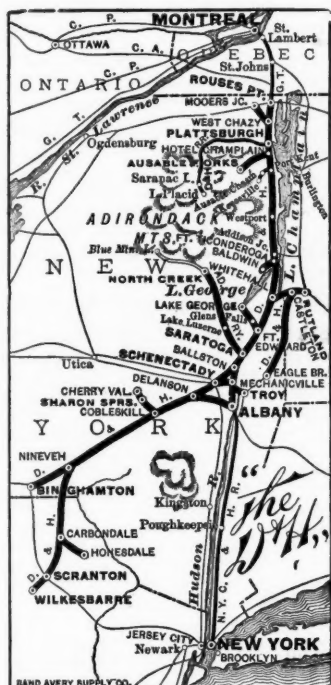
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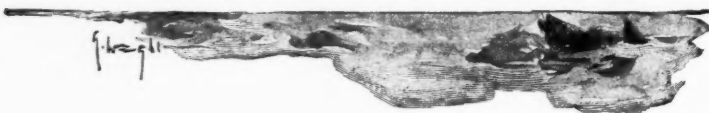
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Summer Schools.

The Armour Institute of Technology announces a large number of courses for its summer session, with the purpose of supplementing the day work of the institute by supplying under regular instructors, opportunities to those who are unable to attend during the school year. Teachers desirous of becoming familiar with the history of education or with psychology, as well as teachers of manual training who wish to gain proficiency in workshop skill, will find these courses especially helpful. Instruction will be given this year in mechanical, electrical, and civil engineering, chemistry, drawing, shop work, mathematics, physics, history, French, German, education and psychology. The school will open Monday, June 29, and continue six weeks. For detailed information address Victor C. Alderson, Dean, Thirty-third street and Armour avenue, Chicago.

The summer session of the literary department of the University of Michigan will begin July 1 and continue thru Aug. 14. In a general way the courses offered may be classified as preparatory courses, special courses for teachers, and advanced courses. The preparatory courses have been arranged for the purpose of aiding those who may wish to review their preparatory studies. Courses in English, chemistry, physics, botany, algebra, geometry, and zoology will be given, covering the subjects required by the state board of examiners for a teacher's cer-

tificate. The pedagogical side will be especially emphasized during the coming session. Special courses are offered which are designed to aid those who teach or who wish to prepare to teach in secondary schools. A number of special lectures bearing on the history and teaching of such branches as Latin, English, mathematics, physics, and botany have been arranged.

The total number of courses announced is 106, and the number of subjects in which courses are given, twenty-five. In 1902 about 350 students were enrolled at the summer session.

The summer classes for the study of English under the direction of Mrs. H. A. Davidson, the author and editor of "The Study-Guide Series," will be held at the Fort Edward Collegiate Institute, at Fort Edward, N. Y. All the instruction will be given by persons of experience, and laboratory and library methods will be used. Prof. Sophie Chantal Hart, head of the English department at Wellesley college, will act as associate director at the school.

Music Courses for Teachers.

The Mid-Summer Normal course of the New England conservatory, for teachers and for students preparing to teach, will be held from July 8 to August 12. The course is designed to meet the actual problems of the music teacher and to put him in touch with the methods in use by the best teachers of Europe and America. It includes twenty-five lectures on musical pedagogy, demonstrative teaching, illustrative lessons and practical teaching by members of the class. The lectures will cover the philosophical and practical analysis of the processes of study and practice; the application of the principles of the new education to music teaching; the analysis of current systems of music study, and the formal, harmonic, and technical analysis of teaching material. In addition to this regular course it will be possible to arrange for private instruction in the principal musical subjects throughout the entire summer.

Emerson Memorial School.

The plans and program for the Emerson Memorial school which is to be held in Boston and Concord in July are nearly perfected. The school will open on July 13, immediately after the close of the N. E. A. convention in Boston, and will continue for three weeks. There will be thirty lectures, covering the various aspects of Emerson's life and work. The morning lectures will be given in Concord and the evening lectures in Boston. Two afternoons will be devoted to memories of Emerson, by men and women who were personal friends of the great thinker; and there will be throughout the period of the school special Sunday services, with sermons and addresses by eminent lovers of Emerson. Detailed information concerning tickets and other points will be furnished by the secretary of the committee, David Greene Haskins, Jr., 5 Tremont street, Boston.

The following partial list of the lecturers will give an idea of the broad character of the school: Pres. J. G. Schurman, Frank B. Sanborn, Rev. Samuel M. Crothers, William M. Salter, Rev. Charles F. Dole, Dr. Edward W. Emerson, Rev. Samuel A. Eliot, Charles Malloy, William Lloyd Garrison, Moorfield Story, Rev. B. F. Trueblood, Rev. John W. Chadwick, Henry D. Lloyd, Percival Chubb, Prof. Kuno Francke, George Willis Cooke, William R. Thayer, Prof. Charles F. Richardson, Rabbi Charles Fleischer, Rev. Charles E. Jefferson, Rev. Heber Newton, Julia Ward Howe, Anna Garlan Spencer, Dr. Francis E. Abbott, Joel Benton, and Prof. Nathaniel Schmidt.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 9, 1903.

The New York state legislature has acted wisely in letting the decision in the matter of educational reorganization go over to next year. Whatever remedy is applied to the situation must be carefully considered in all its bearings. To begin with, let the fundamental consideration be purely educational. All other questions may then be taken into account in order of their importance. It is unsafe to copy any existing state system, since not one of them has stood high educational tests in all of its workings. Established methods of administration will also have to be taken into account. It may be that, for a time, the various educational functions of the state will have to be carried on by an increased number of departments under the direction of one responsible board. Thus the examination, certification, and training of teachers in schools and institutes should be controlled by one professional body, which might look also after the educational supervision of schools. Furthermore, questions touching private institutions should be completely separated from those referring to tax-supported schools. The financial side is another separate problem of importance.

THE SCHOOL JOURNAL cordially invites those who have any solution to offer to avail themselves of these pages. Personalities should, of course, be entirely eliminated from the discussions. Abuse and vilification, no matter how cleverly worded, are unworthy means which no educator should use. The Regents are all respectable gentlemen whom the state has been proud to honor. State Supt. Charles R. Skinner is a most estimable and conscientious official, who has done nothing to deserve the bitter reproaches that a few over-partisan people have hurled at him. The question of educational reorganization is a serious one, and discussions of it should reveal, in the spirit in which they are carried on, that the one aim is to devise a system assuring to the children of the state the best possible educational opportunities a commonwealth can offer.

Mr. Carnegie's gift of \$600,000 towards the endowment of Tuskegee Normal and Industrial institute will prove, we believe, the most profitable investment his public-spirited generosity ever prompted him to make. Under Booker T. Washington's marvelous leadership, every dollar is made to yield rich interest in the promotion of American civilization by solid foundation work. The sooner Mr. Washington can be relieved of the necessity of drumming up money for the current expenses of Tuskegee, and can devote the whole volume of his great strength and genius to the idea upon which the school is founded, the better it will be for the South and the country at large.

Preparations are already under way for the great joint meeting of the New York Council of Superintendents, the New England Superintendents' Association, and the Massachusetts Superintendents' Association. Boston will be the meeting place, and the time October 21-23. The presidents of the three associations are: Associate Supt. Andrew W. Edson, of New York; Supt. Asher J. Jacoby, of Milton, Mass.; and Supt. J. H. Carfrey, of Northampton, Mass. There are wonderful opportunities for the broadening and intensifying of professional feeling among the superintendents in this getting together for conference and the exchange of experiences. The timid beginning at Albany last fall proved this beyond

question. The acquaintanceships there begun will go a long way toward supplying a foundation for increasingly profitable sessions.

An accident in the laboratory of the Ursuline academy, New York city, a few weeks since, should serve as a warning to teachers of chemistry. Two girls were severely burned from the explosion of a mixture of chlorate of potash and sulphur, used to demonstrate the fulminating qualities of the combination. In the terrific explosion that followed the two girls were cut and burned, and the other pupils became so panic stricken that the teachers had considerable difficulty in restoring order.

Several years ago a teacher of chemistry was powdering potassium chlorate in a mortar used shortly before for pulverizing sulphur, when there was a similar explosion, accompanied by a deafening report. The stone mortar was shattered and the teacher was burned, tho only slightly. The violence of the explosion resulting from a mixture of the chlorate with so small an amount of sulphur as the minute quantity left unbrushed from the mortar, shows the danger of demonstrating the characteristics of this mixture, either in a building or in the presence of pupils.

A French physician declares that examinations reduce the weight of the candidates. He weighed 240 students before and after school examinations, and in every case there was a loss of weight, in some cases as much as a pound and a half. The harder the examination, the greater was the loss. This he thinks is conclusive proof that a few hours strain in the examining room brings about a serious derangement of the nervous system likely to do permanent harm to the over-wrought child.

A writer in the *Westminster Review* has compared the physique of the public school boy of to-day with his predecessor, taking Marlborough and Rugby as examples. The Marlborough measurements were taken from 1874 to 1901, and those of Rugby from 1879 to 1901.

The advantage is shown to be with the modern boy. At Marlborough a boy of thirteen, to-day, weighs on an average five and a half pounds more, and is two inches taller, than the boy of thirteen in 1874. An eighteen-year-old boy to-day is four and a half pounds heavier, and nine-tenths of an inch taller. The Rugby boy of thirteen of the present is two and a half inches taller, and rather more than six pounds heavier than the thirteen-year-old boy of 1879. The seventeen-year-old boy shows an increase in height of nine-tenths of an inch, but a diminution of one pound in weight.

The faculty of arts and sciences of Harvard university has made certain changes in the requirements for the degree of Master of Arts which will permit students from other colleges to obtain the degree in one year. The standard of work for the master's degree will, however, not be lowered, and strict supervision will be exercised over all programs of study for the degree. These programs will be passed upon by the committee of the department in which the candidates are to work and not, as hitherto, by the administrative board of the graduate school.

The English National Union of Teachers numbers twenty-three district unions, 432 local associations, and 47,326 members.

The present department of education in Harvard university is to be enlarged into a school of education with an endowment fund of \$2,000,000 and an additional \$500,000 for an administration building. College men who wish to adopt teaching as a profession will be given a theoretical and practical training in education. The plan is approved by President Eliot.

For the Children's Sake.

Mud pies and gardens—how much these mean to the children. People are beginning to realize that these are very important for rendering the out-door life of city children as happy and healthful as that of their country cousins. For the benefit of the children of Brooklyn Heights, whose parents wish them to have a larger space than back yards afford, the Heights Playground Association has been formed. An old "garden," comprising ground 175x100 feet, enclosed by a brick wall, has been secured. About \$1,000 will be spent in providing shelter, swings, and accommodation for games. Membership in the association will be \$10 a year for every family, with an annual enrollment fee of one dollar for every child using the garden. Truly this is the age of loving thoughtfulness for the children. The particular beauty about the Brooklyn scheme is that it does not limit its privileges to the very poor. It is not a charity, but a plan of parental co-operation.

Education and Religion.

That education leads one to become religious no thoughtful person can deny. Lord Kelvin, an unquestioned authority concerning scientific problems says: "Science positively affirms a creative power. The modern biologist sees there must be a vital principle; he sees that he is a miracle in himself; he is forced to admit there is a directive power. Is there anything so absurd as to believe that a number of atoms falling together of their own accord could make a crystal, sprig of moss, the microbe of a living animal? Nobody could think that anything like that even in millions and millions of years could, unaided, give us a beautiful world like ours. Let nobody be afraid of true freedom of thought. Let us be free in thought and criticism, but with freedom we are bound to come to the conclusion that science is not antagonistic, but is a help, to religion."

Educational Limitations.

A judge of one of the New York city criminal courts lately remarked: "There are no illiterate criminals nowadays; they all can read and write. The first thing they do when put in a cell is to get some reading matter; they want a daily newspaper and some cheap five cent novels. One of them sent to his rooms for a package of novels and the jailer said it contained sixty of the cheap kind, all of which had been much handled."

Some would even call such persons "educated." It was once thought that the power to read and write would ensure morality, but now that claim is scarcely heard. These persons have received certain benefits from the public schools, for there they acquired the power to read and write. Many teachers assert that this is all they can do for their pupils; others, that the standard set up for them is a reading and writing one, that the tests to which they are subjected by supervisors are based wholly on the ability of their pupils to do those things.

Besides, there is the limitation growing out of the number put under a teacher. There is the mechanical and the personal side to education. To gather forty in a class and teach them to read and compute is not to educate them; in young persons the personal element is needed; this is seen in the injunction of Christ, "Let the little ones come to me." In all teaching the personal element is needed; all cannot exert a personal power; all can learn the mechanics of teaching—that is, setting lessons, asking questions, and marking those who say certain words.

Here we come upon a very serious limitation; some strive daily to pass over it; others are never troubled by it; their troubles are with the memories of their pupils. By considering the matter we see that there should be some test that personal influence has been employed; but we know of none relied upon in the public schools; most private schools insist upon this, and this constitutes the real difference between these classes of schools.

A principal of a private school in reporting to a teachers' agency said: "Mr. A. whom you sent me is a fair scholar and gentlemanly, but I must replace him as soon as possible. The fault is that he teaches the pupils at only a single point—that of their knowing what he has assigned them to learn in the text-book. Now most of my boys have to be "made over" as I call it; they have to be got into new lines of thought and have new purposes."

This man touches the very center; his words remind one of Edward Thring, who insisted that his teachers should aim to "make over" the boys at Uppingham. Of course the question of questions is how to produce such teachers. Big salaries won't evolve them. They, too, must come under some powerful personal influence; David P. Page's pupils all had their personal power vastly increased by being with him for a season. This subject is one that is worthy of the largest consideration.

The Next Stage.

The movement of the churches is significant. Once the chief, and often the only task undertaken by them was the preaching of two sermons per week, the offering of a dozen prayers, the singing of as many hymns, and readings from the Old and New Testaments. It is not a century since the churches slowly and hesitatingly began to consider the problem of teaching religion to the children; gradually all denominations joined heartily in this new work.

It is hardly more than a decade since many churches began a still broader work, which is exemplified by the Broadway Tabernacle whose cornerstone was laid in this city a few days ago. "Besides the usual auditorium there is too, a morning chapel, a Taylor chapel (named after a beloved pastor) a Pilgrim hall, a museum, Sunday school-rooms, parlors, and a library." The idea is to make it a center of religious activity not only on Sundays but all of the days of the week; from this, streams of earnest effort are to radiate. The preaching of sermons is only one of the church's means of doing good. A fund of \$4,500,000 has been created so that this may be realized in the future as well as the present.

In a few years it will not seem so novel to the teachers in our public schools to enter on a parallel kind of work. We can remember that a most excellent member of the New York City board of education said to the writer: "Do not talk to me about cooking and sewing in the schools! I will not hear of such a thing." Yet the better conception of what should be done in the schools prevailed.

The stone of stumbling now is the teachers; they do not want to do any more than hear the lessons. That idea must be abandoned; a larger definition of education must be acted upon. What is wanted now is some man or woman who will do a kind of work signified by teaching the child to read and write—that is but a preface and introduction to a larger and broader field. Who will this be? Here is the educational problem of the day. But to judge from the advance program of the N. E. A. it will not even be alluded to at the Boston meeting this summer.

Canada Passes Us By.

In *The World's Work* for May, entitled, "Teaching Farmers' Children on the Ground," George Iles has described the comprehensive reform of Canadian country schools planned by Prof. James W. Robertson, aided by Sir William Macdonald, the benefactor of McGill university. The program of this reform is to take effect next September and will begin with the consolidation of the rural schools. The initial cost of these schools, fully appointed, will be met by the fund placed at the disposal of the authorities by Macdonald. For three years the same fund will meet the expenses of maintenance and conveyance beyond the present cost of the schools to be superseded.

In each province there will be a traveling instructor. Two teachers of proved ability from each province, with

one to spare—making eleven in all—are being trained to take charge of the consolidated schools. These instructors began their special courses at the University of Chicago, where they studied plants, their growth, and evolution; in the agricultural college at Cornell university, where they took courses in agriculture, horticulture, dairy husbandry, economic entomology, and agricultural chemistry. At Teachers college they studied physiology and elementary physics and attended lectures on the art of teaching.

In the new schools nature study is to be the central course, while manual training and household science are to be made of nearly equal importance. Agriculture is to be taught practically, experimentally, and scientifically. At every point the school is to be dovetailed into the home, the farm, the workshop, the smithy, and the dairy.

The scheme begins, in a way, with prepared ground Nova Scotia already has nature study in her schools. Ontario has at Guelph, forty miles west of Toronto, an agricultural college. Connected with this college, an institute for teachers is being built, which, it is hoped, will bring the agricultural college into close touch with the teachers of rural schools. These teachers will receive short courses in domestic economy and nature study.

There has never been in this country a project of educational reform so inclusive and thoroughly worked out as this plan for Canada. We have had some consolidation of schools, nature study, household economics, and a little agricultural instruction, but it has remained for Canada to combine into one harmonious and complete whole, on lines to include a people, nature study, manual training and household science, with consolidation as its basis.

A Cuban School of Pedagogy.

A school of pedagogy has been established at Guanabacoa, Cuba, a short distance from Havana, by Dr. Victor R. Ventura, ex-inspector of schools of the Cuban republic. The school is designed to carry to every home and school, and to every school teacher, all the best methods for instruction in use anywhere. Lectures will be given on psychology in its relation to pedagogy, the methods for teaching reading, language, and grammar, arithmetic, geography, physiology, and hygiene, and writing. This course of study is to be adapted to the work of the several grades.

The school will open next October. Dr. José Rodríguez García and Dr. Enrique Maza, professors of literature in the Provincial institute, will deliver lectures on language and grammar. Dr. Joaquín Rodríguez Feo will have charge of mathematics. José de la Luz y Caballero will give a course on Cuban institutions. This school should prove of great value to the Cuban teachers, and of inestimable aid to the school system in general.

Declaration Removed from View.

The Declaration of Independence is to be seen no more by the public. Henceforth the historic manuscript will be kept under lock and key in a fire-and-light-proof safe. It will never be exhibited again at any of the great international fairs.

This decision was reached as the result of an examination of the document by a committee of the American Academy of Sciences, acting at the instance of Secretary Hay. Most of the text of the Declaration is still legible, but only one or two of the signatures can be made out.

The committee, equipped with a powerful microscope, made a careful examination of the document. It was found that the ink used was not of the first quality. The fact that the engrosser used a sharp pen and bore steadily on it accounted, in a measure, for the preservation of the text as compared with the signatures. The great damage sustained, however, was in 1820, when a copy was taken by the crude letter press process. This was done in order to secure a facsimile for the surviving signers and their families.

The Busy World.

A new history course, the object of which is to afford opportunity for a liberal knowledge of current events and lay a foundation for intelligent reading of the newspapers, has been conducted this year at Vassar college. Current newspapers and periodicals are the text-books. Members of the class are expected to keep themselves posted on the subjects under discussion by daily reading in the newspapers. As thorough a discussion as is possible of the important events, both domestic and foreign, is attempted, and all questions involving political parties and constitutional history are explained. Each student does individual reading along some special line suggested by national, state, or municipal politics or by affairs in some foreign state.

Attorney-General Cunnene, of New York, has decided that the state health law does not compel the authorities of parochial schools to exclude unvaccinated children from attendance, but that local boards of health may, if they deem it necessary, issue an ordinance directing general vaccination and providing a penalty for non-compliance. This decision was given in the Dunkirk parochial school vaccination case.

The first paper in the world to get its news regularly and wholly by wireless telegraphy exists at Avalon, Santa Catalina island, California. The island is separated from the mainland by thirty-three miles of deep water, and communication hitherto has been entirely by boats. This infant journal, *The Wireless*, appears every morning with all the local news and an epitome of the world news. This enterprising scheme is run under the auspices of the Los Angeles *Times*. The *Times* arrives at the island on the steamer late in the day, but a digest of its contents is sent across to form the front page of *The Wireless*. The event is unique in the history of journalism, and marks the beginning of an epoch in the dissemination of news in isolated places.

Swarthmore college, the famous Quaker institution, has selected the *Public Ledger* of Philadelphia, as a text-book to be used as a model of journalism in the classes of literature. Special attention will be given to the editorial and literary articles and book reviews. The presentation of the news in readable and attractive form, the editorial policy, as shown in the treatment of material and selection of subjects, and the general tone and character of the newspaper will come under observation. The students will pass critically upon the newspaper contents for style and expression.

Bucknell university, at Lewisburg, Penn., has also adopted the *Ledger* as a text-book.

Articles of incorporation of the John Fritz Medal Fund Corporation have been filed with the secretary of state of New York. It is formed to collect funds for a permanent investment, the proceeds of which will be used in the purchase of a gold medal, to be known as the "John Fritz Medal," and to be awarded annually to the person who shall be selected by the corporation as having made the most notable scientific or industrial achievement during the period intervening since the last award. The medal is named to perpetuate the memory of John Fritz, of Bethlehem, Pa.

New Theory of Atomic Energy.

Prof. Stephen M. Babcock, of the University of Wisconsin, has announced, as a result of twenty years' research, a revolutionary theory of atomic energy. In untechnical language his theory is that the weight of any substance is affected by the molecular changes which it undergoes. As Professor Babcock states the law, it is: "The weight of a body is inversely proportioned to its inherent energy."

This, if found to be correct, will overthrow the old atomic theory and the theory of conservation of matter and will lead to the idea that all atoms are primarily identical.

tical; also that the difference in weight of the elements is due to the difference in their energy. This theory would offer a satisfactory explanation of the law of gravitation.

Paul Du Chaillu.

Paul B. Du Chaillu, the author and explorer, died recently in St. Petersburg. Du Chaillu was born in New Orleans in 1835. When a boy, he sailed to the French settlement at the mouth of the Gaboon river, on the west coast of Africa, where his father held a consular position. He was educated at one of the Jesuit institutions in that country.

In 1852, he returned to the United States, and soon after published a series of articles on the Gaboon country which attracted wide attention.

In 1855-59, unaccompanied by any white man, and traveling on foot for over 8,000 miles, Du Chaillu penetrated the hitherto unknown regions of Central Africa. He brought back a large collection of native arms and implements and numerous specimens of natural history, many of which are now in the British Museum. In 1863, he made another expedition to Africa.

Returning once more to America, Du Chaillu spent several years on the lecture platform. In 1872-3, he visited Sweden, Norway, Lapland, and Finland, and wrote two books, "The Land of the Midnight Sun" and "The Viking Age." He declared that the latter cost thousands of dollars before it was published, the information in it being the result of the excavation of many hundreds of mounds on the coast of Norway.

A few years ago the noted explorer went to Russia to give the public a correct impression of the Czar's domain.

Controversy of Naturalists.

The controversy of naturalists which has been going on for some months past is really a struggle between the old school, with John Burroughs as its representative, and the new school represented by Ernest Thompson Seton and William J. Long, a clergyman of Massachusetts. In Burroughs' opinion Mr. Seton is a romancer and Mr. Long somewhat worse. Mr. Burroughs denies that animals and birds reason and calculate, a statement in which he is corroborated by leading psychologists, and he insists with the older naturalists that everything is done by instinct. He denies that birds and animals teach their young anything, but admits that crows show their young by example how to forage.

Mr. Long, replying to Mr. Burroughs, intimates that the latter's knowledge of natural history is provincial, and cites numerous examples to show the great variety and adaptiveness of the same species in different sections. For example, the panther of Colorado is afraid of the smallest dog, while the panther of the Adirondacks and New Hampshire will kill the largest of them without provocation. The black bear of Florida differs widely from his brother of the Mississippi cane swamps, and still more widely in disposition and habits from the animal of the Canadian wilderness.

The robin, a beautiful songster in most parts of the country, in the Maine woods rarely sings.

Mr. Seton also proceeds to show that animals and birds know a deal more than they get credit for knowing. This appears to be the point which chiefly distinguishes the new from the old school of naturalists.

Mr. Burroughs has recently been prominent as the companion of President Roosevelt in his excursions thru Yellowstone Park. He was born in 1837, the son of a New York farmer. After receiving an academic education, he became in turn a journalist, a treasury clerk in Washington, and a bank examiner. In 1874 he purchased a small farm on the east bank of the Hudson river, near Esopus, N. Y., where he has since devoted his life to fruit culture and literature. His habits are virtually those of a hermit. He is the author of many books on nature.

Letters.

Is Moral Education Demanded?

At the dedication of a new school in New York city by the Catholics, Rev. Dr. Joseph McMahon said: "It is unquestionable that from all parts of the country is coming a demand for the moral education of the children."

Nothing would give sincere educators more pleasure than to see the fulfilment of this prediction, for it is as a prophecy that it has its special interest. The Catholic authorities see the importance of religious education, and require it of their schools. The Protestants are desirous of moral education, but cannot agree upon a course of study, each denomination feeling jealous of another.

It would seem that a course of study in morality could be made up that would not be objected to by Catholic, Baptist, Episcopalian, or any Christian body. But tho this has been suggested many times it has not been acted upon. The world does not seem ready yet to lay aside its religious prejudice.

I have noted that THE JOURNAL has pointed out many times that the public school does not produce, in general, those deep moral impressions that are more needful as civilization becomes more complex. Dr. McMahon referred to the fact that the Catholics of New York city contribute a large sum to support schools where the Catholic religion is taught in addition to the usual studies of the common school course. All honor to the Catholics for placing so high a value on their religion. It is plain that if they should open the doors of this new school free no Protestants would attend it. The only plan that seems practicable is the one at present adopted—that of excluding religion entirely.

We have asked Protestants whether it would answer to have Wednesday of each week set apart for the study of religion by the pupils in their various churches, and have been told that the result of having the teachers also distributed would tend to create sectarian prejudice; now no pupil is expected to know the faith of his teacher. The Protestants seem willing to take the risk of no religion quite complacently, as the result of excluding it from the public school course. Who knows but a common ground may yet be found? E. R. BENTLEY.

New York.

A very unusual opportunity is open to superintendent, principal, or experienced book-man in a New York city book house as manager. Applicant must be under middle age, familiar with educational books, and must be a man of ideas as to what books are in demand and also concerning methods of sale. He must be ready to invest some capital, which, however, will be fully secured. Address, McAlister, care of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

Salt rheum, or eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.

A Last Resort.

Pure Food Should Be the First.

When the human machine goes wrong it's ten to one that the trouble began with the stomach and can therefore be removed by the use of proper food. A lady well known in Bristol, Ontario county, N. Y., tells of the experience she had curing her only child by the use of scientific food: "My little daughter, the only child, and for that reason doubly dear, inherited nervous dyspepsia. We tried all kinds of remedies and soft foods. At last, when patience was about exhausted, and the child's condition had grown so bad the whole family was aroused, we tried Grape-Nuts.

"A friend recommended the food as one which her own delicate children had grown strong upon so I purchased a box—as a last resort. In a very short time a marked change in both health and disposition was seen. What made our case easy was that she liked it at once and its crisp, nutty flavor has made it an immediate favorite with the most fastidious in our family.

"It's use seems to be thoroly established in western New York where many friends use it regularly. I have noticed its fine effects upon the intellects as well as the bodies of those who use it. We owe it much." Name given by Postum Co., Battle Creek, Mich.

The Educational Outlook.

Good Schools a Business Proposition.

The last annual message of Governor Jennings, of Florida, dealt largely with the school system of the state. "I would," he says, "suggest adoption of the plan that prevails in some of the other states, and is being introduced in some of the counties in Florida—the consolidation of the small schools and the free transportation of pupils living beyond a certain distance, to and from the school each day. By this means better schools can be maintained, and for longer terms. It will require fewer teachers, and the teachers can do more satisfactory work if each has his own particular department to look after, and a specific duty to perform. It will enable the county school boards to pay better salaries, and thus secure better teachers, those who are teachers by profession and not teachers teaching for a brief time to bridge over an occasion. At the same time it will enable the school boards to economize by cutting down schools and school expenses.

"I would also urge upon counties the adoption of the free school-book system. Where tried it has been found to work admirably, and, if generally adopted, it would save thousands of dollars every year to the people of the state. The purchase of school-books is a heavy drain on the resources of the people, and it is especially hard on that portion of the population who need every dollar they can make and whose children are most in need of school facilities. I doubt not that the lack of books and the inability to get them have kept many bright boys and girls out of school, and deprived them of an education. It is no more charity or paternalism to provide these books than it is to provide wall maps, charts, desks, and seats. It is simply an economic business proposition."

Another New University.

Prof. John A. Brashear, acting chancellor of the Western University of Pennsylvania, has announced that Andrew Carnegie, Charles M. Schwab, and twenty other wealthy Pittsburgh men have pledged many millions of dollars to establish a university in Pittsburgh. The new institution is to be erected near the Carnegie Institute and Polytechnical school. It will be an evolution of the Western University of Pennsylvania, and is to be known as the University of Pittsburgh. Mr. Carnegie has already announced his intention of giving liberally to the project, making the single condition that his name shall in no way be connected with the title. It is expected that the buildings for the new university will be completed by the time the Carnegie institute is completed.

Prof. Brashear has stated that there is no intention to attempt in any way to overshadow the Carnegie Technical school, but that the university is to permit graduates of this school to continue their education in the higher institution.

Memorial to Dr. Curry.

On April 26, the delegates to the conference for education in the South and the people of Richmond held a memorial service to do honor to the late Dr. J. L. M. Curry, "Father of the educational movement in the Southern States." Pres. F. W. Boatwright, of Richmond college, gave a *résumé* of the extraordinary career of Dr. Curry, laying particular emphasis on his educational achievements, but dwelling also on his eloquence during the days when Richmond was the capital of the Confederacy, and on the thirteen years while he was professor in Richmond college, leading up to the time when his

broader life and work on the Peabody board began.

Dr. Edwin A. Alderman, president of Tulane university, gave a masterly address in appreciation of Dr. Curry's work. He concluded by saying:

"The chief work of this noble life was to develop an irresistible public opinion in a democracy for an accomplishment of permanent public ends. Men may forget

the oratory, the diplomacy, the intellectual vigor, the gracious compelling charm of Curry the man, but they will not forget the earnestness, the zeal, the self-surrender of Curry the social reformer and civic patriot. His work has been accomplished, and has been handed on to the living, and he has gone. His fame is secure, for it is the persistent fame of the teacher and reformer."

Educational New England.

Prof. Russell W. Porter, of the Massachusetts Institute of Technology, will be a member of the Ziegler expedition to the North pole, this summer. The party will sail in the America with a crew of thirty-eight men, all Americans. They will take with them thirty Siberian ponies and 200 Eskimo dogs. The scientists of the expedition will be under Wm. J. Peters, of the United States Geological Survey.

NORTHAMPTON, MASS.—The trustees of Smith college have accepted a gift of \$10,000 from Messrs. Herbert I. and George R. Wallace, of Fitchburg, to found the Roger Wallace scholarship, in memory of their father. He was for twenty-five years a trustee, and in his lifetime gave the college \$30,000.

Massachusetts Schoolmasters.

BOSTON, MASS.—The Schoolmasters' club dined at Hotel Brunswick, on April 24, with Pres. G. Stanley Hall, of Clark university, as guest of honor. Dr. Hall spoke on the subject, "How Can the Best Thought on Educational Questions Be Gathered and Applied so as to Contribute Most Effectively to Educational Progress?"

Supt. Louis P. Nash, of Holyoke, called attention to the very large number of associations for educational purposes in the state, more than six hundred in all, and said that they lack plan for organization and discussion. He suggested the formation of a state council of education with each organization represented. This council could formulate a plan for study and investigation that would make the discussion far more valuable than at present. Supt. Thomas M. Balliet, of Springfield, urged that papers of an expert, deep and scholarly character, should be read only before very limited audiences of highly interested people. General assemblies should always be furnished something of a popular character.

Present Hall agreed decidedly with Dr. Balliet, and he spoke of the great number of educational papers and magazines of the country. "The only possible salvation for those interested in educational matters," he said, "is to try to develop a sense of the difference in grades of educational literature. We want some kind of a graduation of values."

Dr. Hall spoke also of the value of brief condensations of long articles, so giving the gist of a topic in form such that one very busy can catch its relation to progress. He claimed that Boston at least should have a large educational library.

Mathematics Teachers Organize.

The teachers of mathematics in New England have organized the Association of Mathematical Teachers of New England. This society, which was organized on April 18, has for its purpose improvement in methods of teaching mathematics and in selection of subject matter; establishment of close relations with cognate lines of work, and the promotion of social relations between teachers of the subject in the schools and colleges.

Supt. Edwin P. Seaver, of Boston, who presided at the first meeting, pointed out that there are two distinct objects for

which a mathematical society may exist: the cultivation of mathematics as a science, and the discussion of methods whereby mathematical science may be used in the education of boys and girls. "One," he said, "is the cultivation of mathematics, and the other the cultivation of young mathematicians." By this distinction he showed that the mathematician and the teacher of mathematics are not necessarily identical.

Prof. Thomas S. Fiske, of Columbia, president of the American Mathematical Society, said that he regarded those who have taught in the schools all their lives as better able to suggest and carry out improvements in the presentation of mathematics to the youth of the land, than any body of college professors. It should be remembered, moreover, that this subject is only a part of the larger subject of the proper correlation and organization of the entire course of study in the schools. What is needed now in improving the system of mathematical teaching is action rather than words—the practical test of theories already deduced. Teachers at present seem to regard the sound principles which all recognize, as subjects for essays and lectures rather than as precepts for school life.

These principles, as defined by Professor Fiske, are the welding together of the various branches of pure and applied mathematics, making teaching a continuous process; and the introduction of the laboratory method, supplementing theoretical considerations by the use of eye and hand. The successful application of these two leading principles, under the existing conditions in class-rooms, is attended with great difficulty. Most teachers are powerless to act because they are dependent upon text-books, none of which present the subject continuously; and because they are hampered by college requirements, which provide for separate tests in subdivisions of the subject, and so tempt teachers to present it in parts rather than as a whole.

William T. Campbell, of the Boston Latin school, delivered an address on "Observational Geometry."

Progressive Normal Schools.

The trustees of the Maine normal schools have selected Thomas H. Phair, of Presque Isle, as the business agent to prepare for occupancy the new normal school in that town. It is expected that the school will be opened in the fall.

The following expenditures are to be made: For repairs and new buildings at Gorham, \$20,000; repairs at Farmington, \$4,000; at Castine, \$2,000; at Madawaska training school, \$2,500.

The trustees have adopted the following rule for admission to normal schools: Candidates shall be admitted to the normal schools without examination provided they present certificates of graduation from high schools maintaining a four years' course of study of standard grade. Applicants who do not present these certificates shall be admitted when they have passed such examinations, in all common school studies, as shall indicate that they have mastered their subjects, and who shall present satisfactory examinations in the elements of geometry, physiology, and algebra.

The Metropolitan District.

Schoolmasters' Association of New York and vicinity, at Breatly school, this morning.

New York City Schoolmasters' Club at the St. Denis, at six, this evening.

New York City Society for the Study of Classroom Problems, at the hall of the board of education, this morning, at 10:30.

The next regular meeting of the New York Schoolmasters' Club will be "Ladies Night." It will be held at the St. Denis, on Saturday evening, May 9. The program includes an address on "Man and the Universe," by Garrett P. Serviss, editorial writer for the *American Journal*, and music by a male quartette from the Teachers' Choral society, Mrs. Jessica DeWolf, soprano soloist, and Morris Krieger, violinist.

The compulsory education bill which makes seven years, instead of eight, the school age, passed the legislature at the closing session. This bill was passed largely thru the efforts of City Superintendent Maxwell, who worked for it as an essential part of the new child labor legislation.

Altho the compulsory education law has gone into effect, the truant schools will be closed this summer, as the terms of commitment of the present inmates will expire as heretofore. Under the new law the truants will all be committed for two years, but the actual length of the term will depend upon good behavior.

Mayor Low has approved the bill allowing the City College to have one per cent. of the excise income, to enable it to establish a retirement fund for the benefit of its supervising officers and teachers.

Botany and zoölogy are to be added to the list of elective studies for the third year in the manual training and commercial high schools of New York city.

The Evening School Teachers' Association is planning to give a dinner this month. Among the invited guests will be President Rogers, Dr. Maxwell and Dr. Elgas. It is understood that in some of the local evening high schools, where there are up-to-date workshops, classes for technical instruction in the trades may be organized next winter.

Work on a number of school buildings is being delayed because of strikes. Public school No. 188 has been affected by the carpenters' strike, while work on the Morris high school was stopped owing to a dispute between the masons and electricians as to who should cut the channels for the wires. The electricians at public school No. 138, Brooklyn, refused to handle the electric wires contracted for, because they came from a non-union shop.

The by-law committee of the board of education has decided that the payment of annuities to the teachers retired prior to the establishment of the retirement fund is illegal. The decision will make it necessary for the board to drop from its payroll the names of those teachers who are now being paid under special acts of the legislature.

Bridge Commissioner Lindenthal has completed plans for the use of the property around the approaches to the new East river bridge. He proposes to use the space under the arches for a kindergarten, a playground, and a nursery. On the water front a recreation pier will be built, the second story of which will be given over to the use of sick children and their mothers. The nursery and kindergarten will be under the control of the board of education.

It has been discovered that under the revised charter, Dr. John H. Finley, the new president of the College of the City of New York, cannot be a member of the board of trustees. It was particularly provided in the charter that the successor of President Webb should not be a member of the board. It happens that the board, in view of the many important changes to be made, are desirous of having the new president made a member, and the legislature will probably be asked to amend the charter to that effect.

At the parental meeting of P. S. No. 27 held on April 24, a movement was started to secure a new school building. Resolutions were adopted requesting the board of education "to acquire immediately a suitable site for a new school, as the present school building is antiquated, dilapidated, grewsome, disease breeding, and unfit for use or occupancy by human beings."

Chairman John Reinhardt, of the local school board, presided. Prin. Philip Grünenthal, District Supt. Stitt, Dr. Cronin, and Commissioner F. D. Wilsey, were the speakers. A feature of the program was singing by the pupils of the school.

Local school board No. 3 decided at its March meeting to suggest to the board of superintendents that the time of recess for the youngest primary children be lengthened. The present amount of time, ten minutes, is considered entirely too short.

P. S. No. 11, Highbridge, celebrated the anniversary of Shakespeare's birth by appropriate literary and musical exercises. More than usual interest was aroused by the presentation to the school of a bust of Shakespeare, by the Rev. Father J. A. Mullin, of Highbridge.

Thru the efforts of Chairman Lummis, of the finance committee, unexpended bond balances for school purposes issued prior to consolidation in Queens have been turned over to the board of education. In all, the sum of \$32,000 has been secured, and the money will be used in repairing some of the Queens' schools which are in a bad condition.

James B. Demarest was formally installed as principal of P. S. No. 19, Manhattan, on May 1, by District Superintendent Stitt.

The course on school administration at Teachers college, given by Dr. Samuel Train Dutton, will be supplemented next year by lecture courses given by Virgil Prettyman and E. Carr Pearson, respectively principals of the Horace Mann High and Elementary schools.

The faculty of Teachers college has announced the appointment of E. C. Elliott, University of Nebraska, assistant in educational administration; J. L. Merriam, Oberlin and Harvard, assistant in the history of education; and B. R. Andrews, Cornell, supervisor of the educational museum.

Mrs. Elizabeth Milbank Anderson has conveyed to Barnard college the property south of the present college buildings. The trustees have passed resolutions accepting the property under the condition imposed, and have agreed to call the land, Milbank Quadrangle.

The monthly meeting of the New York Educational Council will be held in Law Room No. 1, New York University, Washington square, Saturday, May 16 at 10:30 A. M. District Supt. D. L. Bardwell, of the borough of Richmond, will speak on "The Scholar's Gift to Our Time."

The usual lunch will follow at Hotel

Albert. Senator Charles P. McClelland, of Dobbs Ferry, N. Y., will speak on "The Schoolmaster as the Community Sees Him." Mr. Archer Brown will reply to the toast, "Top or Bottom—Which," and Ossian H. Lang of THE SCHOOL JOURNAL will speak on "The Council."

The Warren Goddard house, which is the settlement house of the Friendly Aid Society, at Second avenue and Thirty-fourth street, has just received a gift of \$35,000 from Mrs. Frances Hackley, as an endowment of its kindergarten work.

Archbishop Farley of New York in a recent address spoke against secular schools as follows: "I would ask the co-operation of Christian women in the furthering of Catholic education and Catholic schools. I would urge the discouragement of those schools where religion cannot be taught, those schools where fashion reigns, but from which God seems to have turned his face."

The board of trustees of Pratt institute has appointed G. P. Hitchcock, of Fitchburg, Mass., to the vacant directorship in the high school department of the institution. Mr. Hitchcock is a graduate of Amherst college and has been principal of the Fitchburg high school for the past seven years.

At the last quarterly meeting of the council of New York university, the resignation of Charles A. Gardiner as a member of the council was accepted. (Mr. Gardiner has been made a member of the state board of regents.)

Prof. Joseph French Johnson was appointed dean of the school of commerce, accounts, and finance, to succeed the late Charles Waldo Haskins.

The committee appointed to select a dean for the School of Pedagogy asked for further time, and the request was granted. Chancellor McCracken is the acting dean. A number of gifts to the various laboratories were announced.

Memorial Meeting to Dr. Shaw.

Several hundred students and graduates of the New York University School of Pedagogy assembled in the university building, in Washington square, on April 25, to honor the memory of the late Dr. Edward R. Shaw, who was dean of the school for many years.

Chancellor Henry M. MacCracken presided at the meeting and introduced as the principal speaker Dr. W. T. Harris, the United States commissioner of education. Dr. Harris presented a survey of the educational conditions and their growth in the United States. He pointed out some of the educational eras and showed how the history of nations has been changed thru contact with others. He stated that the Rhodes scholarships would doubtless have a tremendous effect on our future. Such changes, sometimes revolutionary in character, affected not merely the intellectual and educational conditions of a country, but often the agriculture, business methods, material resources, and military strength of a nation as well. Education was necessary to fully interpret these forces of the past. To have education in its most developed form it was necessary not merely to have teachers, but teachers of teachers. Dr. Shaw taught that we should use past experience to interpret new experiences, and so was one of the greatest teachers.

The United States was now the center where the civilizations of all other lands, and of other ages, were being brought in review, in the elementary, secondary schools, and colleges, and no calling was more important than that of the teacher. Dr. Harris emphasized the fact

that true education changes the child from an ear-minded being to an eye-minded one. Civilization had increased by having its children taught by higher methods. Each child was now able to re-inforce himself by the experience of the race. "Dr. Shaw," he concluded, "was a fine man and an earnest worker whom we all loved. He was an original thinker, who verily inspired his pupils, whom he fitted for that noble profession which gives the child the ability to take possession of the experience of the ages."

Dr. Isobel Camp read the engrossed resolutions which had been drawn up by the committee.

Prof. Frederick Monteser, of the School of Pedagogy, spoke of Dr. Shaw as he had known him. "He lives," he said, "in this sphere of ours, not only in the memories, but in the practices of his many pupils."

The Rev. Dr. Alexander, representing the university, said:

"Teacher is a holy name. It stands for a potential and immortal relation. Dr. Shaw put into this school his thought, life, and high enthusiasm, and he has left his impress upon this institution and on the individual minds. His was a solid contribution to the sum of moral and intellectual forces which make up a university."

Prin. David B. Corson, of Newark, read letters from Pres. Nicholas Murray Butler, Dr. William H. Maxwell, Dr. C. B. Gilbert, and Prof. Earl Barnes. He declared that Dr. Shaw would be remembered as a teacher and a sane leader of education, and for his devotion to the education of the masses. He announced that it had been definitely decided to raise a fund for a permanent scholarship in the school as a memorial to Dr. Shaw. Principal Corson then presented a portrait of Dr. Shaw to the university.

Chancellor MacCracken formally accepted it on behalf of the university, calling Dr. Shaw "a faithful, constant, and valuable worker." The exercises were brought to a close by the pronouncing of a benediction by the Rev. Dr. Alexander.

The New Course of Study.

The course of study for New York city was discussed by Superintendent Maxwell, the other day, before the Brooklyn institute. The difficulties concerning the new course he considers to be the disparity in the length of courses in the different boroughs, the teaching of German, cooking, and shopwork, and the diverse opinions among teachers as to some of the subjects to be taught.

"The position of the board of superintendents," he said, "may be briefly stated as follows: We believe that the content subjects of the course—those that represent our intellectual inheritance in literature, in science, in art, in institutions, and in morals—are by far the most important, and they rightfully demand the largest share of the time and attention of both pupil and teacher. We believe also, that when, as in reading, arithmetic, writing, and manual training, there are mechanical exercises which require to become automatic to enable the pupil to handle the content subjects with efficiency, these mechanical exercises should receive sufficient time and attention for their mastery."

"And lastly, we believe that mechanical matters should not receive any more time and attention than are necessary for the purpose in view, but should, after they have ceased to be a stumbling block in the way of the pupil, be taught incidentally in connection with the content subjects."

"Cooking will be given to girls and shopwork to boys during the last two years of the course. In the lowest grades it is our intention that boys as well as girls shall take work in cord, raffia, and the

coarse sewing with which the work in household art commences."

With regard to the teaching of German, the board of superintendents has reached the following conclusions: 1. A foreign language should be taught during the eighth year, chiefly for the sake of those children who are not going to the high schools. 2. German is the language for which there is the widest public demand. 3. Neither German nor any other foreign language should, however, be taught in a school in which English is a foreign language to the majority of the pupils, and, therefore, under such circumstances, some other study should be substituted at the discretion of the board of superintendents. 4. Where German is taught it should not be a special, but a regular subject, with as much time devoted to it as may be necessary to develop its educational and practical value as far as the teaching goes. Opportunity for work of this kind will be afforded by the general adoption of the departmental system of teaching during the last two years of the course.

It is only when a teacher knows her subject thoroly that she will teach it with enthusiasm and success, and it is absurd to expect one person to know every subject in the curriculum. It is impossible to make a scientific course of study for the higher grades or to have the most effective teaching of any course, as long as each teacher is called upon to teach all subjects. There is now an overwhelming sentiment in favor of the departmental system. The board of superintendents, therefore, has felt encouraged to recommend such an arrangement of time and of studies for the last two years of the course as will make departmental work easy and natural.

Lastly, more time than formerly will be given to physical training. To the normal child, brain work, if carried forward under proper hygienic conditions, tends to confirm, not to impair health. One of these conditions is proper physical exercise; for this, provision will be made.

The superintendents have made an honest and earnest effort to secure for the elementary schools a course of study that will provide adequate intellectual food for all children and create, as far as a course of study can create them, conditions under which each teacher may do her best work.

Board of Education Meeting.

An effort by certain members of the board of education, at its last meeting, to prevent employees of the board from securing the introduction of bills in the legislature without authority from the board was practically defeated by a motion to lay on the table.

In view of the agitation in favor of the appointment of married women whose husbands are incapacitated for earning a livelihood, the following by-law was adopted:

No married woman shall be appointed to any teaching or supervising position in the day public schools unless her husband is incapacitated from physical or mental disease to earn a livelihood, or has consecutively abandoned her for not less than three years prior to the date of her appointment: provided that proof satisfactory to the board of city superintendents is furnished to establish such physical and mental disability or abandonment.

A communication was received from the Women Principals' Association protesting against the age limits for licenses: In part the letter read:

"The Association of Women Principals desires to protest against the restrictions as to the limit of age prescribed for eligibility for the promotion of teachers. In no other profession are such limitations tolerated, and we hold that they are intolerable in ours."

"No one would dream of saying that after forty-five a lawyer could not become a judge; that a physician could not specialize in some new field; that a clergyman could not take a larger and more important parish, and we believe that no one should limit the promotion of the teacher because of age."

"Age is a question of personality, not of the number of years that one has lived."

"In making an appointment the capabilities of the candidates should be considered, their powers and their sympathies, not the figures of their birth certificates."

"Furthermore, if such limitations be insisted on, then we protest that the prohibitive age should in each instance be the same for women as for men. Statistics show that women are longer lived than men, and possess relatively greater vigor at the same period of life. All the leading insurance companies will give a larger annuity to a man than to a woman of the same age, because they are so certain that she will outlive him. It is, therefore, a palpable injustice to make the age limit of promotion lower for a woman than for a man, altho she has more years of usefulness to look forward to than will probably fall to his lot."

Contracts for the furnishing of fuel to the public schools and supplies to the vacation schools and playgrounds were awarded, as were a number of contracts for school buildings and for repairs and alterations.

It was decided to hold exercises in the schools thruout the city on the occasion of the 250th anniversary of the grant of the charter to the city. The program will consist of music specially selected for the occasion; historical addresses by the principal of the school, a teacher or a private citizen who will review the history and development of the city; readings of selected or original pieces, and the display of maps and pictures illustrative of features and stories of the city's progress.

East Side Children's Exhibit.

The City History Club of New York, whose principal object is the Americanization of children of foreign birth or parentage, recently associated itself with other organizations in an exhibition at the university settlement on Eldridge street. These organizations were the New York Kindergarten Association, the Public Education Association, the League for Political Education, and the Woman's Municipal League.

The City History Club gave prizes for scrapbooks of the history of New York, and 249 such books were handed in. The books were illustrated with pictures and maps of parts of New York, and beneath each picture was the pupil's story of the event with which it was connected.

The kindergartners sent exhibits of "free cutting" and "free modeling." There was an exhibit of Scroll iron work made by children in the Tombs, and basket work and dolls fashioned by the crippled children. In short the exhibition showed the training of the hands that is going on in this philanthropic educational work.

Property Not Protected.

It has been decided by Corporation Counsel Rives that New York city is not liable for the loss of the property of its children while they are in a public school building. The opinion reads:

The relation existing between the city and the student in the public schools is the ordinary one of bailor and bailee where a deposit is made. The liability incurred on the part of the city toward a student whose property is deposited in the public school is very slight, and the

city is liable only for gross negligence. Since the city is under no legal liability to refund the student the value of his property if it is not recovered, it seems to me that it is no part of the city's duty to set legal machinery into operation for its recovery.

I think the students must be content to avail themselves of such protection as the school-houses afford, and that they should not ask further protection.

Summer Plans for Children.

The vacation schools were so successful last year that their number is to be doubled this summer. In Manhattan-Bronx there will be thirty-five, in Brooklyn twenty-six, and in Queens three. The number of indoor playgrounds in Manhattan and Brooklyn will be slightly increased, making forty-five in Manhattan and twenty-six in Brooklyn.

All vacant lots adjoining school buildings will be put in order for summer playgrounds, and an inclosed space on the recreation piers will also be set aside for playground purposes. The latter will be in charge of kindergartners. Swimming will be taught in the eight bath-houses of Manhattan and the five in Brooklyn.

Uncle Tom's Cabin Eliminated.

Uncle Tom's Cabin is on the black list and is to be eliminated from the catalog of the class libraries in the public schools of New York city. The general reason given is that the book has served its purpose; that it is not of great historical value, and sometimes revives sectional feeling.

This decision was reached at a late meeting of the board of superintendents. The vote for the exclusion of the book was very close. Several of the superintendents were vehement in their protests, but to no avail. They argued that with the great proportion of children of foreign birth the lessons of the civil law should be learned, and that the purpose of the North in fighting against the disintegration of the Union should be a part of the information of the new citizens of foreign parentage.

"The book is not to be in the libraries," said Superintendent Leland, "because there is no desire to cultivate sectional feeling in the pupils. The war has been over a long time, and sectionalism is virtually dead. There is a strong feeling against the book in certain quarters, especially south of Mason and Dixon's line, and New York is a cosmopolitan city."

Health Ahead of History.

The importance of physical culture for girls was emphasized by Mrs. Edward R. Hewitt in a recent address at the Girls' Technical High school.

"I need not urge upon you," she said, "the advantages to your health which will come from physical exercises taken with spirit and delight. The physical department of a girls' school is the most important of the whole institution. No one will ever ask you when Columbus died, but all your life long you will be called upon to do service for this world, where your chief need will be a good presence, a composed manner, and superabundant health."

Music Methods.

The annual meeting of the department of music of the Brooklyn institute was held on April 25, and a report of a committee was accepted which declared that the method of musical instruction in the public schools, in permitting music to be taught by unskilled class teachers, is a mistake. The report sets forth that a change is now in progress in musical instruction from the system which involves the direct teaching of the pupils

by specialists in music, to the indirect system, by which the teachers strive to instruct the pupils thru the medium of the class teachers.

The musical staff in Brooklyn has been recently reduced from thirty to twenty-one music teachers, of whom six have been assigned exclusively to high schools, leaving only fifteen for the elementary schools which number 140. It is declared that in many schools the music teacher can only give a class from ten to fifteen minutes in three weeks. In the favored schools the maximum is fifteen minutes a week. There is thus evidenced, the report says, a lack of uniformity in the work, depending upon the number and size of the schools in a district and their accessibility.

The committee recommends to the board of education that it increase the number of teachers in music, so that every class shall have the benefit of the music teacher's instruction or supervision at least once a week, with a weekly assembly in addition, also in charge of the technical teacher, and that the direction and supervision of the music in schools shall be entirely in charge of the teachers of music, subject to the supervision of the director of music and the district superintendent.

Place for the Parochial School.

At the founding of a new parochial school in New York city, the address was delivered by the Rev. Joseph H. McMahon, who spoke of the matter of religious instruction in the schools.

"The Catholic citizens of this city have invested nearly \$5,000,000 in school buildings, which educate nearly 42,000 pupils, at an annual cost of about \$350,000, while at the same time they are taxed as other citizens for the support of the public schools," said the speaker. "The re-awakening of the religious spirit in this country will be a benefit to our parochial school system. But we must not be blind to our present dangers. These dangers are threefold: The practical atheism of the state, this appreciation of the need for moral training, and the growing fear that the segregation of particular classes in schools that are not part of the common school system will have a deleterious effect upon the pupils of such schools, and also will prove an obstacle to the unification of the country."

"We are confronted by a serious situation in the plain proposition of a considerable body of Protestants to introduce religious instruction in the common schools. The proposition would mean simply that we Catholics would be obliged to oppose the reading of the Bible in the schools, because we would see in it a means of propagating religious doctrines with which we are not and cannot be in sympathy."

"The danger we must avoid is segregation of the children in parochial schools. The power of the public school in this country arises from the fact that it is the great agent for assimilating into the body politic the heterogeneous elements that an emigration unheard of hitherto in the history of the world has landed on our shores. The task is a mighty one, and no one dare say that it has not been mightily accomplished by the magnificent system of public education, of which we have a right to boast. The failure to recognize this fact constitutes one of the bitterest charges against our schools."

Physical Culture Investigations.

The directors and teachers of physical culture in the different boroughs met recently for the purpose of discussing various features of the work looking toward securing a uniformity of the systems in use in the schools.

A committee was appointed to communicate with schools and colleges throughout the country, to ascertain whether or

not physical training is compulsory, and also whether it is a requisite for graduation or not. The committee will also endeavor to discover how far educational institutions provide for excusing pupils who present doctors' certificates showing their constitutional disability for physical training. The feeling was general that these pupils are the very ones who should be compelled to take physical culture.

N. Y. State Items.

Chancellor Day, of Syracuse university, has announced that Lyman C. Smith is to give three new buildings to the university. These buildings will be devoted to applied sciences. The first structure will be for electric, hydraulic, and steam engineering; the second for woodworking shops, and the third for forge and foundry work. These improvements will give Syracuse one of the largest and best equipped engineering schools in the country.

New Regent Elected.

Charles S. Francis, editor of *The Troy Times*, has been elected a Regent of the University of the State of New York. He succeeds the late Martin I. Townsend. Mr. Francis was born in Troy, June 17, 1853. He was prepared for college at the Troy academy, and was graduated from Cornell university in 1877. He was secretary to his father for three years while the latter was United States minister to Greece, and in 1897, on the death of his father, succeeded him as owner and editor of *The Troy Times*, on which he had been a printer, reporter, city editor, and business manager.

In December, 1900, Mr. Francis was appointed envoy extraordinary and minister plenipotentiary to Greece, Roumania, and Serbia, but resigned in October, 1902. Mr. Francis is an alumni trustee of Cornell, and vice-president of the New York Society for the Preservation of Scenic and Historic Places and Objects.

Startling Dearth of Teachers.

According to reports from the western part of New York state, the country schools are facing a famine in teachers. Some of the commissioners declare that many schools will be compelled to close next fall unless a supply of teachers is secured from somewhere.

The explanation lies in the low salaries and the difficult examinations. When the conditions were easier the applicants were too numerous for the places, and scores were turned away every year. Large numbers of the teachers of former years have adopted other professions, have entered universities for post-graduate study, or have flatly refused to accept positions as teachers at six dollars a week, the usual wage. At the Geneseo State Normal school more applications have been made for teachers than can possibly be supplied. Thus in many country districts the outlook seems hopeless, for the reason that men teachers are absolutely unobtainable, while few young women are willing to give up pleasant homes for the prospect of a dreary and unprofitable winter at pay which makes the sacrifice not worth while. The high schools, too, will be drained of teachers at the end of this year. Dansville will lose four teachers, and retains the principal only at an increased salary; Nunda will lose two teachers, Mount Morris two, and other smaller towns like numbers.

A similar condition of affairs exists in New Jersey, where the best of the teachers have moved out of the state to accept better salaried positions. The Trenton Normal school is unable to furnish graduates for all the vacancies.

The Educational World is portrayed in an interesting manner week by week in *THE SCHOOL JOURNAL*; read it and see if this is not so.—*Adv.*

Recent Deaths.

Joseph Andrew Hallock, who was a public school principal in Newark, N. J., for forty-four years, died on May 1. Mr. Hallock was born in Southold, L. I., and was graduated from the state normal school at Albany in 1849. He taught in Westchester and Suffolk counties before going to Newark in 1854. He resigned in 1898, after nearly fifty years of continuous service as a teacher.

Prof. Charles Rastner, principal of the Lowell School of Practical Design, died on April 30. He was born in Alsace in 1816, and devoted practically all his life to the study and practice of design. As a young man he was placed under the best masters of art and design in France, Germany, and England. He was one of the earliest French designers to come to America, thus making the first real advance toward the betterment of printing and designing in the country. To-day all the mills in the United States have graduates from the Lowell school.

Supt. Thomas Emerson, of Woburn, Mass., died on May 2. Mr. Emerson was born in Woburn, in 1834, and was the second principal of the Woburn high school and first superintendent of schools, holding the two positions together until 1870, when he resigned to accept the position of superintendent of the Newton, Mass., schools.

After serving therefore a few years he was employed by Harper & Brothers as superintendent of their school department. Later he was again appointed at Newton, and in 1894 he was recalled to Woburn, where he remained until a few months ago, when he was given a leave of absence on account of ill health.

The Rev. George Dana Boardman, of Philadelphia, died on April 28. He was a trustee of the University of Pennsylvania and a member of the American Philosophical society. In 1899 he founded a perpetual lectureship in the University of Pennsylvania called the Boardman Foundation in Christian Ethics. In November of the next year he delivered the first lectures in the series.

Annie E. Breslin, vice-principal of P. S. No. 21, Jersey City, died on April 25, at Morristown, N. J. She was appointed a teacher in P. S. No. 11 in 1887, and made vice-principal of No. 21 in 1902.

Joseph Dutcher, the oldest school teacher in Otsego county, N. Y., died on April 29, at his home in Rosebloom. He had taught school for more than fifty years and only relinquished his work three weeks before his death when compelled to do so by illness.

Bishop Randolph S. Foster, formerly president of Northwestern university, died May 1. He had also been a professor and president of the Drew Theological seminary. Ohio Wesleyan university gave him the degrees of A. M. and D. D., while the Northwestern university made him an LL.D.

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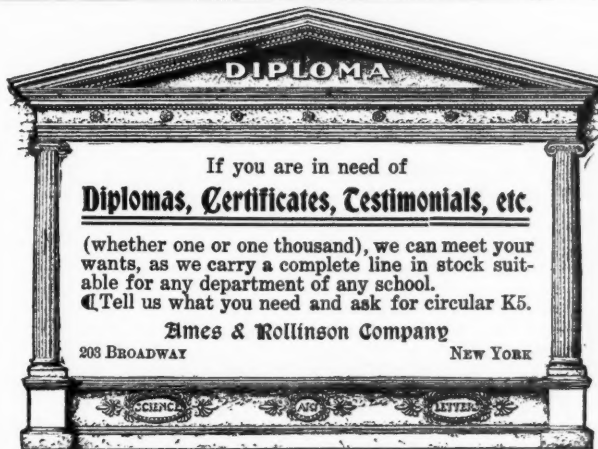
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Mrs. E. W. Champney, New York.

Frau Marie F. Kapp, Smith College, Northampton, Mass.

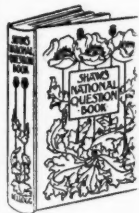
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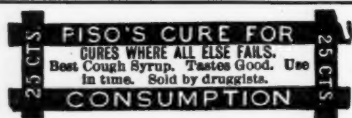
Josiah Willard Gibbs, Ph.D., LL.D., Math.D., professor of mathematical physics at Yale university, and a scholar of international reputation, died suddenly on April 28. He was graduated from Yale college in 1858, but continued his studies there until he took the degree of Ph.D. After serving for three years as a tutor at Yale he went abroad to pursue mathematical studies at Paris, Berlin, and Heidelberg.

In 1871 he was appointed to the Yale professorship, which he held until his death. He was regarded as an authority, both in this country and abroad, on thermodynamics, as well as other branches of mathematical physics. He was the recipient from the American Academy of Arts and Sciences of the Rumford medal, for his researches. He was a member of the National Academy of Sciences and the Royal Society of London. Williams college gave him the degree of LL.D. in 1893 and Princeton university a like honor in 1896.

James Osborne Putnam, chancellor of the University of Buffalo, died on April 24. He was born at Attica, N. Y., in 1818. He was a student at Hamilton college and then went to Yale, from which he was graduated in 1839. In 1880 he was appointed minister to Belgium by President Hayes, and served two years. While there he was the United States delegate to the International Industrial Property Congress at Paris in 1881. He was the author of "Addresses and Orations," published in 1880.

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One of the pleasing signs of the progress of the day is to be found in the attention given to study of the most effective methods in the teaching of children. The volume on *The Place of Industries in Elementary Education*, by Katharine E. Dopp, which has just been published by the University of Chicago Press, is a genuine contribution to the practical pedagogy of to-day.

In the series of Temple Classics for Young People, the Macmillan Company are just issuing *Heroes of the Norselands: Their Stories Retold*, by Katharine F. Boulton; and *Rama and the Monkeys*, adapted for children from the Ramayana by Geraldine Hodgson. These are just the right sort of books for a child's bookshelf. Every child will rejoice in the pretty volumes; every child should know the stories of Sigurd the Volsung, and Volund the Smith, and Baldur, and Tyring, the magic sword.

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It has been truthfully said that any disturbance of the even balance of health causes serious trouble. Nobody can be too careful to keep this balance up. When people begin to lose appetite, or to get tired easily, the least imprudence brings on sickness, weakness, or debility. The system needs a tonic, craves it, and should not be denied it; and the best tonic of which we have any knowledge is Hood's Sarsaparilla. What this medicine has done in keeping healthy people healthy, in keeping up the even balance of health, gives it the same distinction as a preventive that it enjoys as a cure. Its early use has illustrated the wisdom of the old saying that a stitch in time saves nine. Take Hood's for appetite, strength, and endurance.

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Harper's Magazine for May has a frontispiece in color by E. M. Ashe, also several other colored illustrations. G. W. Ritchey's article on "Photographing the Nebulae" is illustrated by photographs never before published. Among other leading articles are "Ralph Waldo Emerson in 1903," by Hamilton Wright Mabie; "A Strange People of the North," by Waldemar Bogoras, with photographs obtained by the author; "A Day in the Salt Meadows," with photographs by S. M. McCormick, reproduced in tint, etc. The fiction and verse is of the usual high quality.

The Holden Patent Book Cover Company, Springfield, Mass., are again obliged for the twelfth year to increase their facilities for manufacturing.

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The last Pennsylvania Railroad Personally-Conducted Tour to Washington of the present season leaves Thursday, May 14. Rate, covering railroad transportation for the round trip, hotel accommodations, and transfer of passenger and baggage, station to hotel in Washington, \$14.50 from New York, \$13.00 from Trenton, \$11.50 from Philadelphia, and proportionate rates from other points. These rates cover accommodations for two days at the Arlington, Normandie, Riggs, Ebbitt, Shoreham, Cochran, Gordon, Barton, or Hamilton Hotels. For accommodations at Regent, Metropolitan, National, or Colonial Hotels, \$2.50 less. Special side trip to Mount Vernon.

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Society of Christian Endeavor, Denver, 1903.

The Passenger Department of the Chicago & North-Western Railway has issued a very interesting folder on the subject of the Christian Endeavor meeting to be held at Denver, July 9th to 13th, together with information as to reduced rates and sleeping car service, as well as a short description of the various points of interest in Colorado usually visited by tourists. Send 2-cent stamp to W. B. Kniskern, Passenger Traffic Manager, Chicago, for copy.

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A strong faculty has been engaged for each institute. In addition to the courses of instruction provided in former years, instructors in *Latin, Greek, French, and German* have been added to the faculty of the *Thousand Island Park Institute*.

Teachers who desire to avail themselves of the opportunities which the state offers to them free of expense for tuition can obtain further information by addressing the State Superintendent of Public Instruction, Albany, N. Y., or one of the conductors.

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